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ABSTRACT

This instructor's guide contains the materials required to teach a competency-based introductory course providing a basic core of instruction in vocational home economics. The following topics are covered in 29 instructional units organized into 8 sections: involvement in Future Homemakers of America/Home Economics Related Occupations, career options, child care skills, today's clothing and textiles, consumer awareness and decision making, food science and nutrition, living space, and relationships. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, information sheets, supplements containing information for use in solving problems and reinforcing enrichment of learning, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and test answers. All units focus on measurable and observable learning outcomes. (MN)

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ED 380 704

Foundations For Living

Volume I

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CIMC

Teacher Edition

Oklahoma Department of
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Stillwater, OK 74074-4364

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FOUNDATIONS FOR LIVING
Volume I

Developed by the
Curriculum and Instructional Materials Center
for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

91-008253

HE 1001

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The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

TABLE OF CONTENTS

PART I

SECTION A: Involvement in FHA/HERO (2-3 weeks)

Unit I
Orientation to Future Homemakers of America I-1

Unit II
FHA/HERO in Action II-1

Unit III
Parliamentary Procedure III-1

SECTION B: Career Options (2-3 weeks)

Unit I
Home Economics Related Occupations I-1

Unit II
Successful Employment Practices II-1

SECTION C: Child Care Skills (3-4 weeks)

Unit I
Child Care Worker I-1

Unit II
Child Care Activities II-1

SECTION D: Today's Clothing and Textiles (6-7 weeks)

Unit I
Pattern and Fabric Selection I-1

Unit II
Small Sewing Equipment and Supplies II-1

Unit III
Sewing Machines III-1

Unit IV
Basic Sewing Techniques IV-1

Unit V
Clothing Care V-1

TABLE OF CONTENTS

PART II

SECTION E: Developing Consumers (3-4 weeks)

Unit I
Consumer Awareness I-1

Unit II
Consumer Decision-Making II-1

SECTION F: Food Science and Nutrition (6-7 weeks)

Unit I
Food Habits, Exercise, and Good Health I-1

Unit II
Meal Planning II-1

Unit III
Safety and Sanitation III-1

Unit IV
Table Service and Etiquette IV-1

Unit V
Kitchen Utensils and Tools V-1

Unit VI
Kitchen Appliances VI-1

Unit VII
Using a Recipe VII-1

Unit VIII
Quick Breads, Cakes, and Cookies VIII-1

Unit IX
Cereals and Pasta IX-1

Unit X
Dairy Foods X-1

Unit XI
Eggs XI-1

TABLE OF CONTENTS

SECTION G: Living Space (2-3 weeks)

Unit I

Personal Living Space I-1

Unit II

Color II-1

SECTION H: Relationships (5-6 weeks)

Unit I

Personal Development I-1

Unit II

Human Relations II-1

FOREWORD

Change is constant and so must be the process of improving and updating instructional materials for Oklahoma vocational home economics programs. *Foundations for Living*, Volume I, previously entitled *Home Economics I*, is designed to provide a basic core of instruction in vocational home economics. This core will provide teachers with minimum program standards, enable unity of program standards, and provide a means of accountability for students and teachers in our state.

The concepts in *Foundations for Living*, Volume I have been designed to facilitate basic knowledge and skills in child development, clothing and textiles, consumer education, food and nutrition, housing and home furnishings, and personal and family relationships. Attention is also given to student knowledge of, and participation in, the vocational and home economics youth organization, Future Homemakers of America.

Emphasis of the basic skills provided in *Foundations for Living*, Volume I should encourage the student to think critically about the future and the role of each individual in it. The teacher's role in implementing the concepts in the classroom is to prepare the student for the role of family member and contributing member of society. It is our belief that use of *Foundations for Living*, Volume I in the Oklahoma vocational home economics classroom will benefit those students served by us.

Dr. Roy Peters, Jr., State Director
Oklahoma Department of Vocational
and Technical Education

Edna Ruth Mahaffey, State Supervisor
Home Economics Education
Oklahoma Department of Vocational
and Technical Education

PREFACE

Foundations for Living, Volume I has given a new "look" to what was referred to and published as *Home Economics I* in 1989. Although the content remains unchanged, *Foundations for Living*, Volume I provides the advantage of having bound student workbooks with colorful new covers. The cover choice represents new beginnings in life, and the struggles one goes through to emerge a stronger, more mature person. By updating the appearance of the curriculum guide, the Curriculum and Instructional Materials Center staff hopes to improve material usability and motivate students to further investigate the various present-day issues in home economics that are included in the *Foundations for Living*, Volume I curriculum.

Jennifer Dodrill Roark
Curriculum Specialist
Curriculum and Instructional Materials Center
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Kay Lambert
Technical Writer

USE OF THIS PUBLICATION

INSTRUCTIONAL UNITS

Foundations For Living, Volume I contains twenty-nine units divided into eight sections. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. Practical tests and written tests are included in the instructor edition only and may be duplicated for classroom use or copies may be purchased in Oklahoma by calling 800-522-5810. Out-of-state instructors may order test packets by calling 800-654-4502.

All of the unit components focus on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help her or him determine the following:

- Amount of material that can be covered in a class period
- Skills that must be demonstrated
    - Supplies and equipment needed
    - Amount of class time needed for demonstrations
    - Amount of time needed for student practice
- Supplementary materials, including print and non-print media to be ordered
- Resource people to be contacted

Objective Sheets (White Pages)

Each unit of instruction is based on performance objectives. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the performance necessary to meet the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to determine whether the student has achieved competency. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective. The competencies may be either cognitive, requiring knowledge only, or psychomotor, requiring knowledge and skill.

The objectives should be provided for students and each objective's importance stressed throughout the teaching/learning process. By doing this, instructors will help answer any questions concerning performance requirements for each instructional unit. Instructors can also use the objectives to plan teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment sheets, job sheets, and criterion test items.

Suggested Activities (Pink Pages) – Instructor's Edition Only

The suggested activities component is to assist during the preparation stage of the teaching/learning process. The activities provide suggestions for delivery, application, and evaluation during the instructional process. Teaching suggestions are included for each objective. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Duties of the instructor will vary according to the particular unit.

Listed are suggested resources – including people and print and non-print media – that may be used to teach the unit. Unit references used in the development of each unit are also provided. The instructor can use suggested resources and unit references to supplement her or his knowledge of the subject or to help students with particular interests or objectives in the area covered. Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.

Handouts (White Pages) – Instructor's Edition Only

Handouts provide "nice-to-know" information that is not testable. Handouts provide the instructor with additional information and activities. They may also include items for the gifted or remedial student. Some handouts may contain information on subjects that are considered to be controversial or unsuitable for some classroom situations. The instructor may decide whether to duplicate and use handouts in teaching the unit.

Information Sheets (Green Pages)

The information sheets provide "must know" content that is essential for meeting the cognitive objectives. The information sheets serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. They may also be used for coordination activities and advisory committee meetings.

Students should read the information sheets before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to look for or consider at a given step, or may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and accomplish it more efficiently. Warnings are advisories that alert the student to possible danger to himself or herself or others. Cautions are advisories that alert the student to possible danger to equipment or facilities.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters (White Pages)

With transparency masters, the students may see as well as hear about the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets or assignment sheets.

Transparencies should be made and placed in the instructor's notebook, where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. Transparencies should be left on the screen only when topics shown are being discussed.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets are written exercises that have students apply higher order thinking skills. The introduction to the assignment sheet explains how the assignment relates to the subject area and unit objective and may provide instructional information or refer students to another component for such information.

Often, assignment sheets will contain case studies, story problems, or other situations in which the student must analyze the circumstances and determine correct responses. Students may be given assignment sheets as classwork or homework.

Assignment Sheet Answers (Pink Pages) – **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on assignment sheets.

Job Sheets (Blue Pages)

Job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations assist students in achieving the skill.

The instructor should demonstrate the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local situation. Job sheets also show potential employers what skills the student has been exposed to and the performances one might reasonably expect from a student who has had this vocational instruction.

Practical Tests (Yellow Pages) – **Instructor's Edition Only**

The practical tests assist the instructor in evaluating the psychomotor activities (Job Sheets). The practical tests provide instructors with a valid mechanism for determining a student's level of ability to perform the procedure stated on the job sheet and provide the instructor with a means of evaluating the student's final product.

Written Tests (Yellow Pages) – **Instructor's Edition Only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. All performance objectives, including those in the information sheets, assignment sheets, and job sheets must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a written test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or student ability level. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by combining written test and assignment sheet scores, and by considering how well the student demonstrated the desired skills.

Written Test Answers (Pink Pages) – **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on written tests.

PAGE NUMBERING

Each publication for the CIMC is assigned a specific abbreviation or will be recognized by the book title. *Foundations for Living*, Volume I has been abbreviated HE:I. Each unit is identified by the section letter and unit number in Roman numerals. Each unit in the publication begins with page 1. The component name, home economics abbreviation, section letter, unit number, and page number within the unit are printed at the bottom of each page. The page number for an objective sheet in *Foundations For Living*, Volume I looks like the following:

OBJECTIVE SHEET - HE:I
AI - 1

METHODS OF DISSEMINATING MATERIAL

Each student should be provided with student materials. Materials may be purchased for less than an instructor can reproduce them, especially when the instructor's time is considered. Student materials contain everything but the suggested activities, handouts, assignment sheet answers, tests, and test answers. Written test packages may be purchased from the Curriculum and Instructional Materials Center. The student should be allowed to take his or her materials home at the end of the year.

TEACHING METHODS

It is a challenge to keep students motivated. Instructors can supplement the objectives by providing the "why," personal experiences, and current information. Preparation for each unit should be determined by how each objective can best be taught. Students should become involved in preparing and planning for each unit.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performances. The profile contains a list of the specific competencies that a student should achieve before leaving the training program. Profiles should be distributed to students as needed.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

INTRODUCTION

As a student of home economics, you will have the opportunity to join one of the most well-known and respected student organizations in the United States of America. It is very important for you to learn more about Future Homemakers of America (FHA/HERO) so you may receive the many benefits that come from being a member.

UNIT OBJECTIVE

After completing this unit, the student should be able to relate factual data about the Future Homemakers of America (FHA/HERO) organization and participate in local, state, and national activities. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *Future Homemakers of America* (FHA/HERO).
2. Explain the two types of chapters in the Future Homemakers of America (FHA/HERO) organization.
3. List the three levels in the Future Homemakers of America (FHA/HERO) organizational structure.
4. List the national types of Future Homemakers of America (FHA/HERO) membership.
5. State the Future Homemakers of America (FHA/HERO) goal.
6. Select from a list the Future Homemakers of America (FHA/HERO) purposes.
7. List the four national regions of Future Homemakers of America (FHA/HERO).
8. Explain the symbolism of the Future Homemakers of America (FHA/HERO) emblem.
9. List important dates in Future Homemakers of America (FHA/HERO) history.
10. Write addresses of national and state Future Homemakers of America (FHA/HERO) headquarters.

11. Name the Future Homemakers of America (FHA/HERO) flower.

12. Name the two ways used to obtain state affiliation.

13. Name the Future Homemakers of America (FHA/HERO) advisers.

14. Select from a list Future Homemakers of America (FHA/HERO) publications.

15. Select from a list benefits of being a Future Homemakers of America (FHA/HERO) member.

16. Match the official Future Homemakers of America (FHA/HERO) colors to their meanings.

17. Name the two national sponsors of Future Homemakers of America (FHA/HERO).

18. Select from a list the Future Homemakers of America (FHA/HERO) motto.

19. Complete sentences included in the Future Homemakers of America (FHA/HERO) creed.

20. Recite the Future Homemakers of America (FHA/HERO) creed. (Assignment Sheet 1)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Invite guest speakers, such as a local or state FHA/HERO officer or a supervisor from state office.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Use TM 1, TM 2, and Supplement 1 to explain that FHA/HERO is one of seven vocational student organizations available to junior high and high school students.

Objective 3

- Use TM 3 to explain structure of national, state, and local organizations.
- Trace the local, state, and national growth of Future Homemakers of America (FHA/HERO). Have students research membership location of national and state meetings.

Objective 4

- Explain the requirements for each membership by consulting the bylaws (national and local).

Objectives 5 and 6

- Have students memorize the goal and recite it in front of the class.
- Have students write the purposes on the board and explain each purpose as they write it.

Objective 7

- Use TM 4 to discuss the four regions of FHA/HERO. Tell the students in what region your state belongs.

Objective 8

- Use TM 2 to discuss the FHA/HERO emblem and its meanings.

Objectives 9 through 11

- Tell the students the year your local chapter was chartered.

Objective 12

- Tell the students the dues for national, state, and local memberships.
- Show the students a sample of a state association affiliation form.

Objective 13

- Have your state adviser or district supervisor visit with your class, if possible.
- Give the students the names of the advisers.

Objective 14

- Pass around samples of the FHA/HERO publications to the students.

Objective 15

- Explain the membership benefits by showing the students a sample membership card and an issue of *Teen Times*.
- Invite a current member and a former member to talk to the students about their personal gains though FHA/HERO membership.
- Use Supplement 2 to have students evaluate themselves as members.

Objectives 16 through 18

- Explain the meaning of the motto.
- Ask the students to give their personal feelings about the motto's significance.

Objective 19

- Discuss the meaning of the creed.

APPLICATION

Objective 20

- Use Assignment Sheet 1 to give students practice in reciting the FHA/HERO creed.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches or additional lessons as required.

SUGGESTED RESOURCES

Publications

- *Financial Fitness*
- *Fundraising, 129 Ways To Raise Money*
- *Handbook for Youth Centered Leadership*
- *Power of One*
- *Student Body*
- *Teen Times*
- *FHA/HERO Adviser Handbook*

NOTE: **These publications are available from Future Homemakers of America, Inc., National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091.**

- ***FHA/HERO: Learn, Grow, Become***

NOTE: The *FHA/HERO: Learn, Grow, Become* is available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074.

UNIT REFERENCES

- *FHA/HERO: Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

OBJECTIVE 1

FHA/HERO is a parent organization for two types of chapters in which vocational education students enrolled in home economics and related occupations can be members.

OBJECTIVE 2

FHA—Consumer education, homemaking and family life education, combined with exploration of jobs and careers.

HERO—Specific careers in home economics-related subjects.

OBJECTIVE 3

- National
- State
- Local

OBJECTIVE 4

- Active
- Alumni
- Associate
- National honorary

OBJECTIVE 5

To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

OBJECTIVE 6

1, 4, 5, 6, 7

OBJECTIVE 7

- Central
- North Atlantic
- Pacific
- Southern

OBJECTIVE 8	• The eight-sided emblem symbolizes the purposes of the organization. The rays with the letters FHA/HERO symbolize future homemakers in homemaking, consumer or family life education, and home economics related occupations.
OBJECTIVE 9	• National organization—June 11, 1945 • State organization—Contact your state office for the exact date • Local organization—Review past local records for the date
OBJECTIVE 10	National— National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091. State—Contact your state office for the address
OBJECTIVE 11	Red rose
OBJECTIVE 12	• Direct • Indirect
OBJECTIVE 13	Contact your state office for names of advisers
OBJECTIVE 14	1, 2, 3, 5, 7, 8, 9, 10
OBJECTIVE 15	2, 3, 4, 5, 7, 8, 9, 10
OBJECTIVE 16	1. b 2. d
OBJECTIVE 17	• United States Department of Education • American Home Economics Association

OBJECTIVE 18	2
OBJECTIVE 19	1. Chapters 2. Courage 3. High 4. Consciousness 5. Homes 6. Homes 7. Homes 8. Homes 9. Realities 10. Chapters 11. Courage 12. High
OBJECTIVE 20	Refer to answers to Assignment Sheet 1.

PRETEST

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

NAME ______________________________ SCORE ______

OBJECTIVE 1

Define Future Homemakers of America (FHA/HERO).

____

____

____

____

____

OBJECTIVE 2

Explain the major emphasis of the two types of chapters in the Future Homemakers of America (FHA/HERO) organization.

FHA— ______________________________

____

____

____

HERO— ______________________________

____

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____

OBJECTIVE 3

List three levels in the Future Homemakers of America (FHA/HERO) organizational structure.

____

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____

OBJECTIVE 4 **List the national types of Future Homemakers of America (FHA/HERO) membership.**

____

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____

OBJECTIVE 5 **State the Future Homemakers of America (FHA/HERO) goal.**

____

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____

OBJECTIVE 6 **Select from the following list the Future Homemakers of America (FHA/HERO) purposes.** Write an "X" in the blank before each correct answer.

___ 1. To encourage democracy through cooperative action in the home and community

___ 2. To minimize necessity for decision making and for assuming responsibility

___ 3. To emphasize specific roles of men and women in today's society

___ 4. To institute programs promoting greater understanding between youth and adults

___ 5. To strengthen the function of the family as a basic unit of society

___ 6. To encourage individual and group involvement in helping achieve worldwide brotherhood

___ 7. To develop interest in home economics, home economics careers, and related occupations

OBJECTIVE 7 **List the four national regions of the (FHA/HERO) organization.**

____

____

____

____

OBJECTIVE 8 **Explain the symbolism of the Future Homemakers of America (FHA/HERO) emblem.**

____

____

____

____

OBJECTIVE 9 **List important dates in Future Homemakers of America (FHA/HERO) history.**

National organization — ____________________

State organization — ____________________

Local Chapter — ____________________

OBJECTIVE 10 **Write the addresses of the national and state Future Homemakers of America (FHA/HERO) headquarters.**

National — ____________________

____

State — ____________________

____

OBJECTIVE 11 **Name the official Future Homemakers of America (FHA/HERO) flower.**

____

OBJECTIVE 12

Name the two ways used to obtain state affiliation.

____

____

OBJECTIVE 13

Name the Future Homemakers of America (FHA/HERO) advisers.

Executive Director — ____________________

State Adviser — ____________________

Local Adviser — ____________________

District Supervisor — ____________________

Subdistrict Counselor — ____________________

OBJECTIVE 14

Select from the following list Future Homemakers of America (FHA/HERO) publications. Write an "X" in the blank before each correct answer.

___ 1. *Student Body*

___ 2. *FHA/HERO: Learn, Grow, Become*

___ 3. *FHA/HERO Adviser Handbook*

___ 4. *Co-ed*

___ 5. *Fundraising: 129 Ways To Raise Money*

___ 6. *Forecast*

___ 7. *Power of One*

___ 8. *Teen Times*

___ 9. *Financial Fitness*

___ 10. *Handbook for Youth Centered Leadership*

OBJECTIVE 15

Select from the following list benefits of being a Future Homemakers of America (FHA/HERO) member. Write an "X" in the blank before each correct answer.

___ 1. Encourages competition

___ 2. Helps to develop leadership qualities

___ 3. Encourages participation in service projects

___ 4. Provides opportunities for making new friends

___ 5. Opens doors to new experiences

___ 6. Increases knowledge of cooking and sewing

___ 7. Helps individuals learn to cooperate

___ 8. Increases knowledge about home economics and its related occupations

___ 9. Helps to develop personal goals and values

___ 10. Helps individuals learn to take responsibility

OBJECTIVE 16

Match the official Future Homemakers of America (FHA/HERO) colors to their meanings. Write the correct letters in the blanks.

___ 1. Symbolizes sincerity

___ 2. Symbolizes strength

a. Yellow
b. White
c. Blue
d. Red

OBJECTIVE 17

Name the two national sponsors of Future Homemakers of America (FHA/HERO).

____

____

OBJECTIVE 18

Select from the following list Future Homemakers of America (FHA/HERO) motto. Write an "X" in the blank before the correct answer.

___ 1. "To Make The Best Better"

___ 2. "Toward New Horizons"

___ 3. "Toward The Future"

OBJECTIVE 19 **Complete sentences included in the FHA/HERO creed.**

We are the Future Homemakers of America.

1. We are members of FHA and HERO ____________________.
2. We face the future with warm ____________________ and
3. ________________ hope.
4. For we have the clear ____________ of
   seeking old and precious values.
5. For we are the builders of _________,
6. ____________ for America's future,
7. ____________ where living will be the expression
   of everything that is good and fair,
8. ____________ where truth and love and security
9. and faith will be ______________, not dreams.
   We are the Future Homemakers of America.
10. We are members of FHA and HERO chapters.
11. We face the future with warm ________________ and
12. ________________ hope.

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 20 **Recite the Future Homemakers of America (FHA/HERO) creed.** SCORE ____

INFORMATION SHEET

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

OBJECTIVE 1

Define *Future Homemakers of America* (FHA/HERO).

Future Homemakers of America is a parent organization for two types of chapters in which vocational education students enrolled in home economics and related occupations can be members.

NOTE: Future Homemakers of America is commonly abbreviated and called FHA/HERO. Be sure to omit periods after letters in the abbreviation.

OBJECTIVE 2

Explain the major emphasis of the two types of chapters in the Future Homemakers of America (FHA/HERO) organization. (Transparencies 1 and 2, Supplement 1)

- Future Homemakers of America (FHA/HERO) places major emphasis on consumer education, homemaking and family life education, combined with exploration of jobs and careers.
- Home Economics Related Occupations (HERO) is designed for students who are training for specific home economics-related careers.

OBJECTIVE 3

List the three levels in the Future Homemakers of America (FHA/HERO) organizational structure. (Transparency 3)

- National
- State
- Local

NOTE: As a member of a local chapter, members are also considered state and national members and are eligible to participate in all programs, projects, and activities.

OBJECTIVE 4

List the national types of Future Homemakers of America (FHA/HERO) membership.

- Active
- Alumni

- Associate
- National honorary

OBJECTIVE 5

State the Future Homemakers of America (FHA/HERO) goal.

The goal of Future Homemakers of America (FHA/HERO) is to help youth assume their roles in society though home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

OBJECTIVE 6

Select from a list the Future Homemakers of America (FHA/HERO) purposes.

The purposes of the Future Homemakers of America (FHA/HERO) are

- To provide opportunities for self-development and preparation for family and community living and for employment.
- To strengthen the function of the family as a basic unit of society.
- To encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve worldwide brotherhood.
- To institute programs promoting greater understanding between youth and adults.
- To provide opportunities for decision making and for assuming responsibility.
- To become aware of the multiple roles of men and women in today's society.
- To develop interest in home economics, home economics careers, and related occupations.

OBJECTIVE 7

List the four national regions of Future Homemakers of America (FHA/HERO). (Transparency 4)

- Central
- North Atlantic

- Pacific
- Southern

OBJECTIVE 8

Explain the symbolism of the Future Homemakers of America (FHA/HERO) emblem. (Transparency 2)

The eight-sided emblem symbolizes the purposes of the organization. The rays with the letters FHA/HERO symbolize Future Homemakers in homemaking, consumer or family life education, and home economics related occupations.

OBJECTIVE 9

List important dates in Future Homemakers of America (FHA/HERO) history.

- National organization—June 11, 1945
- State organization—________
- Local chapter—__________

OBJECTIVE 10

Write addresses of national and state Future Homemakers of America (FHA/HERO) headquarters.

- National—National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091
- State—

____

____

____

____

OBJECTIVE 11

Name the Future Homemakers of America (FHA/HERO) flower.

The red rose is the official FHA/HERO flower.

OBJECTIVE 12 **Name the two ways used to obtain state affiliation.**

Local chapters can become affiliated with the state organization in one of two ways.

- Direct

  NOTE: The following procedure is used for direct affiliation.

  1. Local members pay dues

     Example:
     $________ National Office
     $________ State organization
     $________ Local chapter

  2. State association form is completed by local chapter secretary, signed by adviser and chapter president, and mailed to national office with state and national dues.
  3. Membership list with state dues is returned to the state by the national office.

- Indirect

  NOTE: The following procedure is used for indirect affiliation.

  1. Local members pay dues

     Example:
     $________ National office
     $________ State organization
     $________ Local chapter

  2. State association form is completed by local chapter secretary, signed by adviser and chapter president, and mailed to state office with state and national dues.
  3. Membership list is mailed to national headquarters by state adviser.
  4. Membership benefits begin.

     Example: Membership cards are received, chapter receives one copy of *Teen Times* for each member, four times a year, and members can purchase official emblematic materials.

OBJECTIVE 13

Name the Future Homemakers of America (FHA/HERO) advisers.

Executive Director — ______________________________

State Adviser — ______________________________

Local Adviser — ______________________________

District Supervisor — ______________________________

FHA/HERO Subdistrict Counselor — ____________________

OBJECTIVE 14

Select from a list Future Homemakers of America (FHA/HERO) publications.

NOTE: The following publications may be purchased through Future Homemakers of America, Inc., National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091.

- *Financial Fitness*
- *Fundraising, 129 Ways To Raise Money*
- *Handbook for Youth Centered Leadership*
- *Power of One*
- *Student Body*
- *Teen Times*

NOTE: The following publication can be purchased from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074.

- *FHA/HERO: Learn, Grow, Become*

NOTE: The following publication is available from your local adviser.

- *FHA/HERO Adviser Handbook*

OBJECTIVE 15

Select from a list benefits of being a Future Homemakers of America (FHA/HERO) member. (Supplement 2)

- Encourages participation in service projects.
- Helps individuals learn to cooperate.

- Helps individuals learn to take responsibility.
- Helps to develop leadership qualities.
- Helps to develop personal goals and values.
- Increases knowledge about home economics and its related occupations.
- Opens doors to new experiences.
- Provides opportunities for making new friends.

OBJECTIVE 16

Match the official Future Homemakers of America (FHA/HERO) colors to their meanings.

Red.and White are the official colors of Future Homemakers of America. The red suggests strength and the white stands for sincerity.

OBJECTIVE 17

Name the two national sponsors of Future Homemakers of America (FHA/HERO).

The United States Department of Education and the American Home Economics Association are both national sponsors of Future Homemakers of America.

OBJECTIVE 18

Select from a list the Future Homemakers of America (FHA/HERO) motto.

The FHA/HERO motto is "Toward New Horizons."

OBJECTIVE 19 **Complete sentences included in the Future Homemakers of America (FHA/HERO) creed.** (Assignment Sheet 1)

Future Homemakers of America (FHA/HERO) creed

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

For we have the clear consciousness of
seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression
of everything that is good and fair,
Homes where truth and love and security
and faith will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

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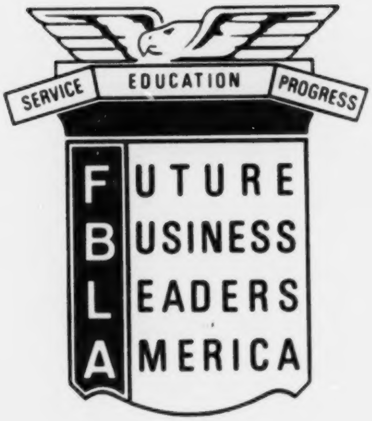
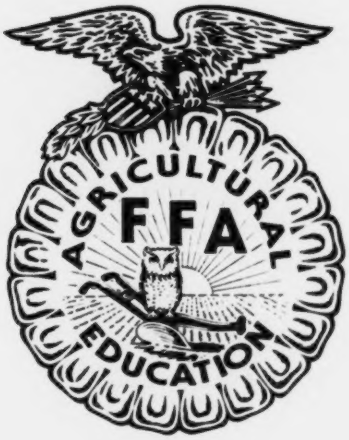
Vocational Student Organization Emblems


SERVICE
EDUCATION
PROGRESS
FUTURE
BUSINESS
LEADERS
AMERICA

FBLA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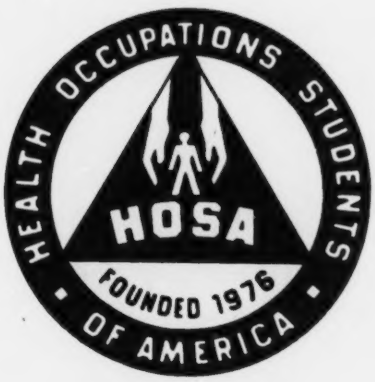
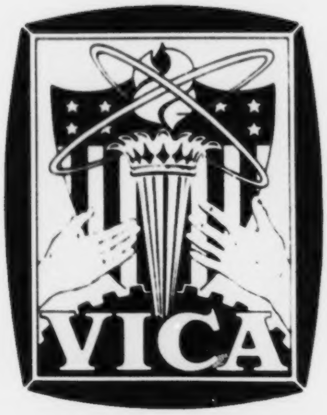
FFA
EDUCATION

FFA


HEALTH OCCUPATIONS STUDENTS OF AMERICA
HOSA
FOUNDED 1976

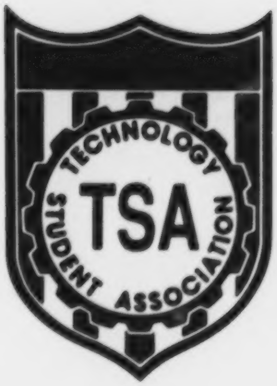
HOSA



VICA

Vocational Student Organization Emblems

(Continued)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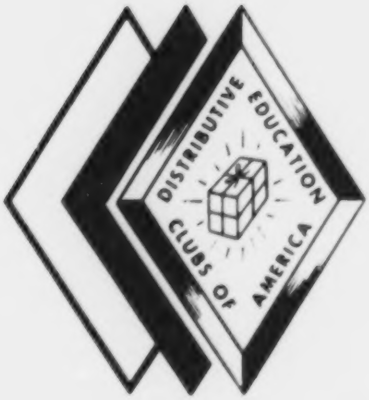
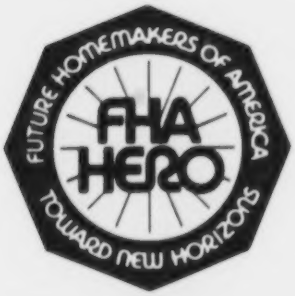
TSA
STUDENT ASSOCIATION

TSA


DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

DECA


FUTURE HOMEMAKERS OF AMERICA
FHA
HERO
TOWARD NEW HORIZONS

FHA/HERO

Structure of National, State and Local Organizations

National Organization

National
Board of
Directors

National Executive Council
National Officers
FHA and HERO
Representatives

National
Headquarters
Staff

State Association

State
Advisory
Board

State
Executive Council
State Officers

State Adviser
Home Economics
State Department
Vocational Education

Local Chapter

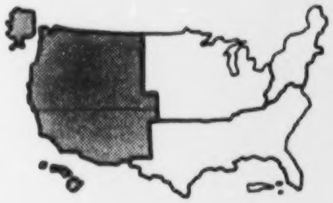
Chapter Advisory
Board and / or
Chapter Parents

Chapter
Executive Council
Chapter Leadership

Chapter Adviser
Home Economics
Teacher or HERO
Coordinator

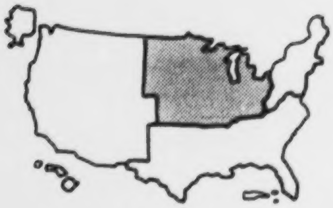
TRANSPARENCY MASTER 3 - HE:I
AI - 29

TM 3



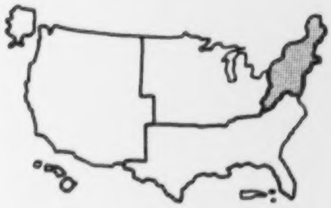
Pacific Region

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming



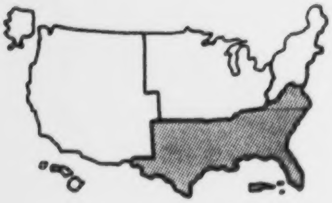
Central Region

Illinois
Indiana
Iowa
Kansas
Kentucky
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin



North Atlantic Region

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
West Virginia



Southern Region

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
Oklahoma
North Carolina
Puerto Rico
South Carolina
Tennessee
Texas
Virginia
Virgin Islands

VOCATIONAL STUDENT ORGANIZATIONS

- **FBLA-PBL (Future Business Leaders of America—Phi Beta Lambda)**—This is an organization primarily for students who are enrolled or who have been enrolled in business and office education programs.
- **FFA (National FFA Organization)**—This is an organization for students who are enrolled in agricultural education.
- **HOSA (Health Occupation Students of America)**—This is an organization for students enrolled in health occupations programs.
- **VICA (Vocational Industrial Clubs of America)**—This is an organization for students enrolled in trade and industrial education programs.
- **TSA (Technology Students of America)**—This is an organization for students who are enrolled in or who have graduated from technology education programs.
- **DECA (Distributive Education Clubs of America)**—This is an organization for students who are enrolled in or who have graduated from marketing or management education programs.
- **FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)**—This is an organization for students who are enrolled in or who have graduated from home economics and home economics related programs.

WHAT KIND OF MEMBER ARE YOU?

Use the following check sheet to determine what kind of FHA/HERO member you are. Circle the appropriate response.

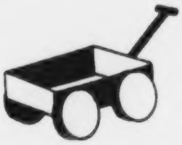
Are you a *WHEELBARROW*? Do you need pushing all the way? Do you ever volunteer or does someone always have to ask? This attitude will lead you to a life as dull as that of the wheelbarrow because someday people will just stop pushing and there you'll sit.

Are you a *BALLOON*? Do you have to be tied down? Do you get all carried away with plans and ideas that are too far-fetched to be carried out? If so, you will have to learn to consider the limitation of your organization in the plans that you make. You can still aim high, but don't make it impossible.

Are you a *CANOE*? Do you need paddling? Must there always be someone there to keep you going? Develop an engine of your own. Use your initiative. Now you can pull others. FHA/HERO needs leaders.

Are you a *KITE*? Are you apt to fly away when there is a little work to be done? Well, come back down to earth! FHA/HERO can succeed only if all members work together. Now is the time to get your feet firmly on the ground and dig in.

Are you a *FOOTBALL*? Are you liable to bounce any direction? Do you always follow the majority? Then you better start developing a mind of your own. INDIVIDUALITY COUNTS! Remember this. Be ready with your own suggestions to help the group. Stick to your convictions, even when the majority is against you, but always be ready to work on whatever the group decides to do.



Are you a *WAGON*? Do you need pulling? Are you reluctant whenever you are given a job? Then you are a wagon, and this isn't good. The only time you are of any use is when the going is downhill. It's time for you to start saving some of your enthusiasm from the downhill trips to get you up and over the next hill.

Or are you a *100 PERCENT ALL AMERICAN FHA/HERO MEMBER*? Do you know the FHA/HERO motto, flower, and colors? Do you know what they represent? Are you always helpful and cheerful when there is a job to be done? Have you learned all you can about FHA/HERO? Do you know the song and creed? Is FHA/HERO more than just another organization to you? Do you believe in its goals and purposes? Have you made any new friends at the meetings or conventions? Do you think that FHA/HERO will benefit anyone who joins it if they are really interested? Are you proud of being a member?

Then CONGRATULATIONS! You are A 100 PERCENT ALL AMERICAN FHA/HERO MEMBER.

NOTE: Why not present this challenge in a chapter meeting, using an overhead projector to throw the sketches onto a screen, and then read the skit as each sketch is shown? Or you could do a bulletin board on "What Kind of an FHA/HERO Member Are You?"

ASSIGNMENT SHEET 1

ORIENTATION OF FUTURE HOMEMAKERS OF AMERICA

A I

NAME ______________________________ SCORE ________

OBJECTIVE 20

Recite the Future Homemakers of America (FHA/HERO) creed.

INTRODUCTION

FHA/HERO members recite the creed at local, state, and national meetings.

Objective 19 deals with the FHA/HERO creed.

DIRECTIONS

Read each paragraph carefully and memorize it. Then move to the next paragraph until each one is memorized. Practice saying the creed with a classmate and be able to recite it to your teacher.

Future Homemakers of America (FHA/HERO) Creed

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

For we have the clear consciousness of
seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression
of everything that is good and fair,
Homes where truth and love and security
and faith will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

Used with permission of Future Homemakers of America, Inc.

ASSIGNMENT SHEET 1

As a student recites creed, mark on their assignment sheet mistakes as they are being made. Score will be determined by subtracting the point value of each mistake from the total amount possible for the activity.

WRITTEN TEST

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

NAME ______________________________ SCORE ________

OBJECTIVE 1

Define Future Homemakers of America (FHA/HERO).

____

____

____

____

____

____

OBJECTIVE 2

Explain the two types of chapters in the Future Homemakers of America (FHA/HERO) organization.

FHA— ____

____

____

____

HERO— _______________________________________

____

____

____

OBJECTIVE 3

List the three levels in the Future Homemakers of America (FHA/HERO) organizational structure.

____

____

____

OBJECTIVE 4 **List the national types of Future Homemakers of America (FHA/HERO) membership.**

OBJECTIVE 5 **State the Future Homemakers of America (FHA/HERO) goal.**

OBJECTIVE 6 **Select from the following list the Future Homemakers of America (FHA/HERO) purposes.** Write an "X" before each correct answer.

___ 1. To provide opportunities for self-development and preparation for family and community living and for employment

___ 2. To strengthen the function of the family as a basic unit of society

___ 3. To encourage democracy through cooperative action in the home and community

___ 4. To encourage individual and group involvement in helping achieve worldwide brotherhood

___ 5. To institute programs promoting greater understanding between youth and adults

___ 6. To provide opportunities for decision making and for assuming responsibility

___ 7. To become aware of the multiple roles of men and women in today's society

___ 8. To develop interest in home economics, home economics careers, and related occupations

OBJECTIVE 7

List the four national regions of Future Homemakers of America (FHA/HERO).

____

____

____

____

OBJECTIVE 8

Explain the symbolism of the Future Homemakers of America (FHA/HERO) emblem.

____

____

____

____

OBJECTIVE 9

List important dates in Future Homemakers of America (FHA/HERO) history.

National organization — ____________________

State organization — ____________________

Local chapter — ____________________

OBJECTIVE 10

Write the addresses of the national and state Future Homemakers of America (FHA/HERO) headquarters.

National — ____________________

____

State — ____________________

____

OBJECTIVE 11

Name the Future Homemakers of America (FHA/HERO) flower.

____

OBJECTIVE 12

Name the two ways used to obtain state affiliation.

____

____

OBJECTIVE 13

Name the Future Homemakers of America (FHA/HERO) advisers.

National Director — ______________________________

State Adviser — ______________________________

Local Adviser — ______________________________

District Supervisor — ______________________________

FHA/HERO Subdistrict Counselor — ____________________

OBJECTIVE 14

Select from the following list Future Homemakers of America (FHA/HERO) publications. Write an "X" before each correct answer.

___ 1. *FHA/HERO Journal*

___ 2. *Teen Times*

___ 3. *Fundraising, 129 ways to Raise Money*

___ 4. *Cooking with FHA/HERO*

___ 5. *Power of One*

___ 6. *Handbook for Youth Centered Leadership*

OBJECTIVE 15

Select from the following list benefits of being a Future Homemakers of America (FHA/HERO) member. Write an "X" before each correct answer.

___ 1. Helps to develop leadership qualities

___ 2. Helps individuals learn to cooperate

___ 3. Helps individuals learn to take responsibility

___ 4. Encourages participation in service projects

___ 5. Provides opportunities for making new friends

___ 6. Opens doors to new experiences

___ 7. Helps to develop personal goals and values

___ 8. Increases knowledge about home economics and its related occupations

OBJECTIVE 16

Match the official Future Homemakers of America (FHA/HERO) colors to their meanings. Write the correct letters in the blanks.

___ 1. Symbolizes sincerity

___ 2. Symbolizes strength

a. Red
b. White
c. Blue
d. Yellow

OBJECTIVE 17

Name the two national sponsors of Future Homemakers of America (FHA/HERO).

____

____

OBJECTIVE 18

Select from a list the Future Homemakers of America (FHA/HERO) motto. Write an "X" before the correct answer.

___ 1. "Toward New Ways"

___ 2. "Exploring New Horizons"

___ 3. "Building a Brighter Future"

___ 4. "Toward New Horizons"

OBJECTIVE 19 **Complete sentences included in the Future Homemakers of America (FHA/HERO) creed.**

We are the Future Homemakers of America.

1. We are members of________________________________
2. and ______________________________ chapters.
3. We face the_______________________ with warm courage and high hope.
4. For we have the clear consciousness of seeking old and precious__________________________.
5. For we are the_____________________ of homes, Homes for America's future,
6. Homes where______________________ will be the expression of everything that is good and fair,
7. Homes where truth and love and____________________ and faith will be realities, not dreams.

We are the Future Homemakers of America.

8. We are members of________________________________
9. and______________________________ chapters.
10. We face the ____________ with warm courage and high hope.

NOTICE The following assignment sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 20 **Recite the Future Homemakers of America (FHA/HERO) creed.** SCORE_____

WRITTEN TEST ANSWERS

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA

A I

OBJECTIVE 1

Future Homemakers of America is a parent organization for two types of chapters in which vocational education students enrolled in home economics and related occupations can be members.

OBJECTIVE 2

1. Future Homemakers of America places major emphasis on consumer education, homemaking and family life education, combined with exploration of jobs and careers.
2. Home Economics Related Occupations is designed for students who are training for specific home economics-related careers.

OBJECTIVE 3

- National
- State
- Local

OBJECTIVE 4

- Active
- Alumni
- Associate
- National honorary

OBJECTIVE 5

The goal of Future Homemakers of America (FHA/HERO) is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

OBJECTIVE 6

1, 2, 3, 4, 5, 6, 7, 8,

OBJECTIVE 7

- Central
- North Atlantic
- Pacific
- Southern

OBJECTIVE 8	The eight-sided emblem symbolizes the purposes of the organization. The rays with the letters FHA/HERO symbolize future homemakers in homemaking, consumer or family life education, and home economics related occupations.
OBJECTIVE 9	1. June 11, 1945 2. Contact your state office for the exact date 3. Review past local records for date
OBJECTIVE 10	1. National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091. 2. Contact your state office for the address.
OBJECTIVE 11	Red rose
OBJECTIVE 12	• Direct • Indirect
OBJECTIVE 13	Contact state office for names of current advisers.
OBJECTIVE 14	2, 3, 5, 6
OBJECTIVE 15	1, 2, 3, 4, 5, 6, 7, 8,
OBJECTIVE 16	1. b 2. a
OBJECTIVE 17	• American Home Economics Association • United States Department of Education
OBJECTIVE 18	4

OBJECTIVE 19

1. FHA
2. HERO
3. Future
4. Values
5. Builders
6. Living
7. Security
8. FHA
9. HERO
10. Future

OBJECTIVE 20

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

FHA/HERO IN ACTION

A II

INTRODUCTION

As a member of FHA/HERO, you will have the opportunity to become involved in many different activities. Since all members are encouraged to be active in their organization, it is important for you to know about local, state, and national projects, programs, and activities.

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in FHA/HERO activities. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with FHA/HERO activities to their correct definitions.
2. Match the FHA/HERO local officers with their correct duties.
3. List the steps in the election process.
4. Match FHA/HERO committees to their correct functions.
5. Select from a list the primary purposes of committees.
6. Match the common types of committees to their length of service.
7. Arrange in order steps in setting up committees.
8. List the types of state officers.
9. Arrange in order steps for becoming a state officer.
10. List the types of National Executive Council officers.
11. Arrange in order the steps in the selection of a national officer candidate.
12. List the national Future Homemakers of America (FHA/HERO) contest events.
13. List the Future Homemakers of America (FHA/HERO) meetings.

14. Arrange in order steps in using the Future Homemaker of America (FHA/HERO) planning process.

15. Match the FHA/HERO ceremonies to their purposes.

16. Participate in FHA/HERO opening and closing ceremonies. (Assignment Sheet 1)

17. Participate in an FHA/HERO emblem ceremony. (Assignment Sheet 2)

18. Participate in an FHA/HERO installation ceremony. (Assignment Sheet 3)

19. Use the FHA/HERO planning process. (Assignment Sheet 4)

SUGGESTED ACTIVITIES

FHA/HERO IN ACTION

A II

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.
- Invite a former officer or member to speak to the class.
- Have the current local chapter president, other officers, and committee members visit the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 7

- Display chapter bylaws.
- Elect FHA/HERO officers in each class (mini-chapters) and set up committees to help carry out class projects.
- Explain that setting up a chapter, electing officers, and establishing committees provide the foundation of the FHA/HERO program of work. Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive learning atmosphere in the classroom, an atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.
- Form a classroom FHA/HERO chapter by holding elections, setting up committees and holding meetings semimonthly or monthly.
- Have members of the local chapter's committees visit with the class and explain their committee's purpose and responsibilities to the chapter.
- Have the current local chapter president and/or secretary visit with your class about the importance of a well-planned meeting.
- Invite your local officers to visit the class and explain what their duties are and why they decided to run for their office.

- Point out that before calendar planning starts, FHA/HERO members must elect officers so that the president may appoint committees and determine the goals and interests of individuals and of the chapter itself.

- Use the sample business meeting agenda on page 53 of the *Handbook for Youth Centered Leadership* as an example of an agenda.

Objectives 8 and 9

- Adjust the steps for becoming a state officer to fit your state's requirements by adding or marking through steps.

- Give the students a list of your current state officers (officers' names may also be added).

Objectives 10 and 11

- Supplement with an updated *Future Homemakers of America, Inc., Bylaws* to discuss the types of national officers, steps in the selection of a national officer candidate and the criteria for selecting voting delegates. Bylaws may be obtained from the national FHA office.

Objective 12

- Suggest that each student participate in the sub-district and state New Member Facts and Creed Speaking and Interpretation Event or hold a classroom contest for the event.

- Read the description of each event to the students and explain the requirements for each event.

Objective 13

- Have the students list other state meetings on the lines provided if your state has more than one meeting, such as a district, parish or region meeting.

Objective 14

- Stress goal-setting and personal development as a life-long process; suggest that the students select short-range goals for starters.

Objective 15

- Set up mock ceremonies and explain the purpose of each as you go through them.

APPLICATION

Objectives 16 through 19

- Use Assignment Sheet 1 to give students practice in participating in FHA/HERO opening and closing ceremonies. Set up a mock FHA/HERO meeting in class and assign parts or observe students in an actual meeting for evaluation.
- Use Assignment Sheet 2 to give students practice in participating in an FHA/HERO emblem ceremony. Set up a mock ceremony in class. Assign a part to each student and repeat the ceremony until all students have been evaluated.
- Use Assignment Sheet 3 to give students practice in participating in an FHA/HERO installation ceremony. Local officers should be listed on the blanks provided. Adapt installation ceremony for chapter or class.
- Use Assignment Sheet 4 to give students an opportunity to use the FHA/HERO planning process.
- Divide class into groups of six to ten or into interest groups; have each group appoint a recorder to keep track of suggestions in each group. Set a period of time for discussion (approximately 5-10 minutes); at conclusion have representative from each group report to class ideas brought forth in group. From this list, entire class will zero in on a few concerns which interest all and create a basis of individual, group, class, or chapter project.
- Have students plan individual involvement in an FHA/HERO program, project, or activity.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

- Evaluate students on assignment sheets activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performances in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- *FHA/HERO: Learn, Grow, Become*

  NOTE: This publication is available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074.

- *FHA/HERO Adviser Handbook*
- *Future Homemakers of America Inc., Bylaws*
- *Handbook for Youth Centered Leadership*
- *National Executive Council Handbook*

  NOTE: These publications are available from Future Homemakers of America, Inc., National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091.

UNIT REFERENCES

- *FHA/HERO: Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

FHA/HERO IN ACTION

A II

OBJECTIVE 1

1. a
2. e
3. h
4. k
5. i
6. j
7. f

OBJECTIVE 2

1. f
2. m
3. d
4. j
5. h
6. e
7. c
8. l
9. a

OBJECTIVE 3

1. Appoint election committee
2. Nominate officers
3. Campaign
4. Hold election
5. Install new officers

OBJECTIVE 4	1. d 2. g 3. m 4. i 5. o 6. l 7. k 8. n 9. a 10. c
OBJECTIVE 5	1, 2, 3
OBJECTIVE 6	1. d 2. a
OBJECTIVE 7	3, 1, 2
OBJECTIVE 8	• President • Vice President • Secretary • HERO representative
OBJECTIVE 9	4, 1, 5, 2, 7, 6, 3
OBJECTIVE 10	• President • Vice President • Secretary • Treasurer • Representative to national board of directors • National officers (nine)
OBJECTIVE 11	3, 1, 2, 4

OBJECTIVE 12	• All-Star Chapter Event • All-Star Project Event • Family Communications Event • Food Service Event • Illustrated Talk Event • Job Interview Event • Kids, Incorporated Event • Little Friends Event
OBJECTIVE 13	• National leadership convention • Cluster meeting • State convention • Sub-district meeting • Local meeting
OBJECTIVE 14	3, 1, 4, 5, 2
OBJECTIVE 15	1. b 2. e 3. a
OBJECTIVE 16	Refer to answers to Assignment Sheet 1.
OBJECTIVE 17	Refer to answers to Assignment Sheet 2.
OBJECTIVE 18	Refer to answers to Assignment Sheet 3.
OBJECTIVE 19	Refer to answers to Assignment Sheet 4.

PRETEST

FHA/HERO IN ACTION

A II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with FHA/HERO activities to their correct definitions. Write the correct letters in the blanks.

___ 1. An organized listing of the order of business for a meeting

___ 2. Document that includes rules that help keep the local chapter running smoothly

___ 3. Chosen group of members with specified responsibilities

___ 4. Set of rules for conducting a meeting in an organized and efficient manner

___ 5. "For a specific purpose" or "for a special case only"

___ 6. "From the office" or "by virtue of the office"

___ 7. Standing committee that acts to expedite planning; usually made up of officers

a. Agenda

b. Minutes

c. Constitution

d. Declaration

e. Bylaws

f. Executive council

g. Board

h. Committee

i. Ad hoc

j. Ex-officio

k. Parliamentary procedure

OBJECTIVE 2

Match the FHA/HERO local officers with their correct duties. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairman of the membership and correspondence committees

____2. Serves at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedure; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

____3. Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairman of the constitution (by-laws) committee

____4. Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairman of music and recreation and/or social committee

____5. Writes news articles and supplies pictures for the school paper, local newspaper, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA/HERO Newsletter* and *Teen Times* are available

a. Treasurer
b. Director
c. Historian
d. Parliamentarian
e. Chaplain
f. Secretary
g. HERO representative
h. Reporter
i. Representative
j. Music and recreation leader
k. Adviser
l. Vice president
m. President

for members to read and suggests ways to use them effectively; serves as chairman of the public relations committee

___ 6. Provides devotionals for all meetings; assists music and recreation leader

___ 7. Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairman of the records and materials committee

___ 8. Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairman of the program/project committee

___ 9. Keeps accurate record of all chapter income and gives reports; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairman of the finance (ways and means) committee

OBJECTIVE 3 **List the steps in the election process.**

____

____

____

____

____

OBJECTIVE 4

Match FHA/HERO committees to their correct functions. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

____2. Keeps materials and references of the chapter up to date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

____3. Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

____4. Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and to decide if there are any additions or changes necessary

____5. Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

____6. Develops plan to increase and maintain local chapter membership

____7. Interprets FHA/HERO and the home economics program to others in the school and community

____8. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

a. Correspondence committee

b. Evaluation committee

c. Nominating/election committee

d. Music committee

e. Honorary committee

f. Social committee

g. Records and materials committee

h. Personnel committee

i. Constitution (bylaws) committee

j. Validation committee

k. Public relations committee

l. Membership committee

m. Program/project committee

n. Hospitality committee

o. Finance (ways and means) committee

__ 9. Writes invitations and thank-yous to program participants and guests; helps secretary, when necessary, on chapter business correspondence

__ 10. Selects slate of officer candidates; organizes voting procedures and materials

OBJECTIVE 5

Select from the following list the primary purposes of committees. Write an "X" in the blank before each correct answer.

__ 1. To allow more students to become actively involved in chapter activities

__ 2. To equally distribute workload

__ 3. To provide chapter with information, or make recommendations to members

__ 4. To equally distribute workload among officers

__ 5. To allow fewer students to become actively involved in chapter activities

OBJECTIVE 6

Match the common types of committees to their length of service. Write the correct letters in the blanks.

__ 1. Appointed as needed for special activities

__ 2. Appointed for entire year

a. Standing committee

b. Appointment committee

c. Vacation committee

d. Special committee

OBJECTIVE 7

Arrange in order steps in setting up committees. Write the correct numbers in the blanks.

__ Officers make staffing assignments

__ Executive council (chapter officers) decides which committees are needed

__ Chapter president appoints chairmen

OBJECTIVE 8 **List the types of state officers.**

OBJECTIVE 9 **Arrange in order steps for becoming a state officer.** Write the correct numbers in the blanks.

____Candidates are selected by general interview committee

____Individual qualifies as an active member of local chapter

____Ballots are mailed to each chapter

____Application is completed and mailed to state office for committee review

____Newly elected state officers are installed at state meeting

____Candidates are notified of voting results by mail

____Applicants fulfilling all qualifications are interviewed

OBJECTIVE 10 **List the types of National Executive Council officers.**

OBJECTIVE 11

Arrange in order the steps in the selection of a national officer candidate. Write the correct numbers in the blanks.

___ Candidate's name appears on national election ballot

___ Steps in becoming a state officer are followed

___ Candidate is introduced at the state meeting

___ Elected officer resigns all other local, subdistrict, and state FHA offices

OBJECTIVE 12

List the national Future Homemakers of America (FHA/HERO) contest events.

OBJECTIVE 13

List the Future Homemakers of America (FHA/HERO) meetings.

OBJECTIVE 14

Arrange in order steps in using the Future Homemaker of America (FHA/HERO) planning process. Write the correct numbers in the blanks.

____Form a plan

____Identify concerns

____Act

____Follow up

____Set your goal

OBJECTIVE 15

Match the FHA/HERO ceremonies to their purposes. Write the correct letters in the blanks.

____1. Used to install new officers and explain their duties and responsibilities

____2. Used for special occasions to focus attention on the FHA/HERO emblem

____3. Used to provide structure and formality to FHA/HERO meetings

a. Opening and closing ceremonies

b. Installation ceremony

c. Resignation ceremony

d. Inauguration ceremony

e. Emblem ceremony

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 16

Participate in FHA/HERO opening and closing ceremonies. SCORE_____

OBJECTIVE 17

Participate in an FHA/HERO emblem ceremony. SCORE_____

OBJECTIVE 18

Participate in an FHA/HERO installation ceremony. SCORE_____

OBJECTIVE 19

Use the FHA/HERO planning process. SCORE_____

OBJECTIVE 1

Match terms associated with FHA/HERO activities to their correct definitions.

- **Ad hoc**—"For a specific purpose" or "for a special case only"
- **Agenda**—An organized listing of the order of business for a meeting
- **Bylaws**—Document that includes rules that help to keep the local chapter running smoothly
- **Committee**—Chosen group of members with specified responsibilities

  NOTE: A committee may be standing and last all year or may be ad hoc.
- **Ex-officio**—"From the office" or "by virtue of the office"

  EXAMPLE: The president holds membership in every committee ex-officio (by virtue of the office).
- **Executive council**—Standing committee that acts to expedite planning; usually made up of officers
- **Parliamentary procedure**—Set of rules for conducting a meeting in an organized and efficient manner

OBJECTIVE 2

Match the FHA/HERO local officers with their correct duties.

These offices seem to be basic and common in most FHA/HERO chapters. Offices may be added, deleted, or modified to best serve the needs of the local chapter.

- **President**—Serves at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedure; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects
- **Vice president**—Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairman of the program/project committee

NOTE: There is some use currently of the terms *chairperson* and *chairwoman* to recognize that many women hold positions of leadership. However, according to the National Association of Parliamentarians, the terms *chairman* and *madame chairman* will continue to be used to designate the person who is the chair. The term *chairman* and *madame chairman* is appropriate when a female is in the leadership position.

- **Secretary**—Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairman of the membership and correspondence committees
- **Treasurer**—Keeps accurate record of all chapter income and gives reports; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairman of the finance (ways and means) committee
- **Parliamentarian**—Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairman of constitution (bylaws) committee
- **Historian**—Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairman of the records and materials committee
- **Reporter**—Writes news articles and supplies pictures for the school paper, local newspaper, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA/HERO Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairman of the public relations committee
- **Music and recreation leader**—Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairman of music and recreation and/or social committee(s)
- **Chaplain**—Provides devotional for all meetings; assists music and recreation leader

OBJECTIVE 3

List the steps in the election process.

1. Appoint election committee

   NOTE: The duties of the election committee are to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.

2. Nominate officers
3. Campaign
4. Hold election
5. Install new officers

OBJECTIVE 4

Match the FHA/HERO committees to their correct functions.

NOTE: These are basic standing committees. Ad hoc committees may be appointed to meet special needs.

- **Constitution (bylaws) committee**—Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and to decide if there are any additions or changes necessary
- **Correspondence committee**—Writes invitations and thank-yous to program participants and guests; helps secretary, when necessary, on chapter business correspondence
- **Finance (ways and means) committee**—Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter
- **Hospitality committee**—Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee
- **Membership committee**—Develops plan to increase and maintain local chapter membership
- **Music committee**—Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

- **Nominating/election committee**—Selects slate of officer candidates; organizes voting procedures and materials
- **Program/project committee**—Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year
- **Public relations committee**— Interprets FHA/HERO and the home economics program to others in the school and community
- **Records and materials committee**—Keeps materials and references of the chapter up to date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

OBJECTIVE 5 **Select from a list the primary purposes of committees.**

- To allow more students to become actively involved in chapter activities
- To equally distribute work load
- To provide chapter with information, or make recommendations to chapter members

OBJECTIVE 6 **Match the common types of committees to their length of service.**

- **Special**—Appointed as needed for specific activities

  EXAMPLES: Scrapbook, banquet, special events

- **Standing**—Appointed for entire year

  EXAMPLES: Membership, program, finance, social, service, safety

OBJECTIVE 7 **Arrange in order steps in setting up committees.**

1. Executive council (chapter officers) decides which committees are needed
2. Chapter president appoints chairmen

   NOTE: In many chapters an elected officer will serve as committee chairman.

3. Officers make staffing assignments

   NOTE: Every chapter member should serve on at least one committee.

OBJECTIVE 8

List the types of state officers.

- President
- Vice presidents (one from each district)
- Secretary
- HERO representatives

  NOTE: Up to three, but no more than one representative from each occupational area should be included—child care, clothing, foods, housing.

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OBJECTIVE 9

Arrange in order steps for becoming a state officer.

1. Individual qualifies as an active member of local chapter
2. Application is completed and mailed to state office for committee review
3. Applicants fulfilling all qualifications are interviewed
4. Candidates are selected by general interview committee
5. Ballots are mailed to each chapter

   NOTE: The number of chapter votes is determined by chapter membership. There is one vote per 25 local chapter members plus one "at-large" vote.

6. Candidates are notified of voting results by mail
7. Newly elected state officers are installed at state meeting

OBJECTIVE 10

List the types of National Executive Council officers.

The bylaws of the National Executive Council state that the following fourteen elected officers must include at least two HERO members.

- President
- Vice president
- Secretary
- Treasurer
- Representative to national board of directors
- National officers (nine)

OBJECTIVE 11

Arrange in order the steps in the selection of a national officer candidate.

1. Steps in becoming a state officer are followed
2. Candidate is introduced at the state meeting
3. Candidate's name appears on national election ballot
4. Elected officer resigns all other local, sub-district, and state FHA offices

OBJECTIVE 12

List the national Future Homemakers of America (FHA/HERO) contest events.

- All-Star Chapter Event
- All-Star Project Event
- Family Communications Event
- Food Service Event
- Illustrated Talk Event
- Job Interview Event
- Kids, Incorporated Event
- Little Friends Event
-

-
-
-

OBJECTIVE 13 **List the Future Homemakers of America (FHA/HERO) meetings.**

- National leadership convention
- Cluster meeting
- State convention
- Sub-district meeting
- Local meeting
-

NOTE: At these meetings, various ceremonies will take place. Opening and closing ceremonies are used to provide structure to the meetings. An FHA/HERO emblem ceremony is performed to remind members of the purposes of the organization. An installation ceremony is used to install new officers and explain to them their duties and responsibilities.

OBJECTIVE 14 **Arrange in order steps in using the Future Homemakers of America (FHA/HERO) planning process.**

"Learning by doing" is a well-known phrase which fits right into home economics and FHA/HERO. People learn faster and better when they are actively involved in their work. FHA/HERO provides the opportunity for members to further classroom learning by selecting project activities. By working together, the class or chapter will be able to identify and act upon concerns about individual, family, and community life. The steps to follow in using the FHA/HERO planning process include the following:

1. Identify concerns
2. Set your goal
3. Form a plan
4. Act
5. Follow up

OBJECTIVE 15

Match the FHA/HERO ceremonies to their purposes.

- **Emblem ceremony**—Used for special occasions to focus attention on the FHA/HERO emblem
- **Installation ceremony**—Used to install new officers and explain their duties and responsibilities
- **Opening and closing ceremonies**—Used to provide structure and formality to FHA/HERO meetings

NAME ______________________________ SCORE _______

OBJECTIVE 16 **Participate in FHA/HERO opening and closing ceremonies.**

INTRODUCTION Objective 13 noted that opening and closing ceremonies are used to provide structure and formality to the FHA/HERO meeting. Every regular local chapter meeting plus each sub-district, state, and national Future Homemakers of America (FHA/HERO) meeting will begin and end with formal ceremonies. In order to be actively involved during these ceremonies, you must memorize the parts that pertain to you. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Your instructor will set up a mock FHA/HERO meeting or will require you to attend a local meeting where you will participate in this activity.

OFFICIAL OPENING CEREMONY

President gives rap with gavel signaling the officers and members to stand and say:

PRESIDENT: We are the Future Homemakers of America. Our goal is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

OFFICERS: Our activities focus on individual growth, preparation for family life, development of occupational skills and careers and participation of youth in today's society.

MEMBERS: As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service.

PRESIDENT: (optional) Let us repeat the eight purposes of the organization.

MEMBERS: (Repeat the eight purposes. See AI, Objective 6)

PRESIDENT: The meeting of the chapter (or sub-district) of the Future Homemakers of America is now in session.

PRESIDENT: You may be seated.

OFFICIAL CLOSING CEREMONY

PRESIDENT: (Gives a rap with the gavel as a signal to stand up and says...)

Future Homemakers of America, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our Creed. (See AI, Objective 19)

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ASSIGNMENT SHEET 2

FHA/HERO IN ACTION

A II

NAME ______________________________ SCORE ______

OBJECTIVE 17

Participate in an FHA/HERO emblem ceremony.

INTRODUCTION

Objective 13 noted that the emblem ceremony is performed to remind members of the purposes of the organization. The emblem ceremony is a beautiful tribute that may be used for special occasions in order to focus attention on the FHA/HERO emblem. It is especially effective when the parts of the emblem are assembled by the speakers. Plan to be part of this ceremony in order to rethink and become more aware of the symbolism of the FHA/HERO emblem. The activity on this assignment sheet emphasizes this area.

DIRECTIONS

Your instructor will set up a mock FHA/HERO meeting or will require you to attend a local meeting where you will participate in this activity.

EMBLEM CEREMONY

First Speaker: The emblem of our organization is composed of several parts. Each helps to reflect the purposes of our organization. All Future Homemakers of America should learn the significance of our emblem. The meaning of the emblem is explained in this service.

Second Speaker: The name of our organization, Future Homemakers of America, appears around the top of the octagonal plane, forming the upper part of the border of the emblem. Every member contributes to the home in which they live, thus identifying themselves as homemakers. Although we are homemakers today, we still depend in great measure upon our parents and elders. Greater responsibility will be ours soon. Therefore, it is suitable that our organization be known as Future

Homemakers of America. The name on the emblem reminds us of our privileges as Future Homemakers of America and of our responsibilities to our homes now and in the future.

Third Speaker: We have as our motto, "Toward New Horizons." It expresses FHA/HERO's goal: To help youth assume their roles in society through Home Economics education in areas of personal growth, family life, vocational preparation, and community involvement. This motto is a challenge. It reminds us that our contributions to home and community life today will influence the homes and communities of tomorrow. Like our name, this motto has a special place on the emblem. It completes the border.

Fourth Speaker: The rays represent two things. One of them is our outreach into the community and world, reminding us that the effects of the moral, spiritual, intellectual, cultural, and physical development of the individual and family are far reaching. Through the family, the strength of our nation is determined and this force is felt throughout the world. The rays also indicate that outside factors influence the stability of family life. Therefore, each family member must learn to think and act intelligently and to work together in order that these influences may be used constructively to build a better world at home and abroad.

Fifth Speaker: The initials, FHA and HERO, in the center of the emblem represent the two types of chapters in our organization. FHA chapters place major emphasis on consumer education, homemaking and family life education, combined with exploration of jobs and careers. HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders.

Sixth Speaker: The colors of our organization are red and white. Red suggests strength. White is recognized as the symbol of sincerity. May these colors inspire us with the courage and determination to succeed.

Seventh Speaker: Another symbol of our organization is the red rose. The rose, due to its beauty, has always been a favorite, cultivated in every state in the union. The flower gives joy through its beauty and fragrance, and symbolizes our research for beauty in everyday living.

Eighth Speaker: These symbols remind us of our responsibilities as homemakers and citizens today and tomorrow. Together male and female, we hold this emblem, united, symbolizing that the homes of America's future are in the hands of its youth. The eight purposes of our organization, represented by the eight sides of the emblem, reaffirm the responsibilities we are assuming.

First Speaker: The first purpose is to provide opportunities for self-development and preparation for family and community living and for employment.

Second Speaker: Second—To strengthen the function of the family as the basic unit of society.

Third Speaker: Third—To encourage individual democracy through cooperative action in the home and community.

Fourth Speaker: Fourth—To encourage individual democracy through cooperative action in helping to achieve worldwide brotherhood.

Fifth Speaker: Fifth—To institute programs promoting greater understanding between youth and adults.

Sixth Speaker: Sixth—To provide opportunities for decision-making and for assuming responsibility.

Seventh Speaker: Seventh—To become aware of the multiple roles of men and women in today's society.

Eighth Speaker: Eighth—To develop interest in Home Economics, Home Economics careers, and related occupations.

First Speaker: We have heard the significance of all parts of the emblem. Through our national, state, and local organizations, we shall work to improve personal, family, and community living and to make our ideals felt in many parts of the world. As Future Homemakers of America, we recognize that the home affects the well-being of family members, hence our nation's citizens and, as a result, our nation and our world.

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NAME ______________________________ SCORE ______

OBJECTIVE 18 **Participate in an FHA/HERO installation ceremony.**

INTRODUCTION Objective 13 noted that installation ceremonies are used to install new officers and explain to them their duties and responsibilities. Adapt this script to an appropriate installation ceremony for your chapter officers. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Your instructor will set up a mock FHA/HERO meeting and you will participate in this activity.

INSTALLATION CEREMONY

"The Future Homemakers of America are in regular session to install our officers and explain to them the duties and responsibilities they are about to assume. We have before us the light of home economics—a light which radiates throughout the world. This is the light of our ideals—our purpose, which enables us to make our homes, communities, nation, and world a happier place in which to live.

The following FHA/HERO officers have been elected to serve for the year.

President ______________________________

Vice President ______________________________

Secretary ______________________________

Treasurer ______________________________

Historian ______________________________

Parliamentarian ______________________________

Reporter ______________________________

Photographer (if elected) ______________________________

Music & Recreation leader ______________________________

Pianist (if elected) ______________________________

Chaplain ______________________________

You officers-elect must realize that a great honor is being bestowed upon you. Future Homemakers of America have faith and confidence in your ability to lead the organization onward. The pledge of your office signifies your willingness to do this. You will repeat after me: 'I sincerely promise that I will, to the best of my ability, faithfully perform all the duties belonging to the office for which I have been elected.'

You have heard the pledge which the officers have made. It is important that each member assist these officers in the performance of their duties. Will the president-elect come forward? The office of the president is one of great responsibility. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization. As incoming president of the Future Homemakers of America, you are to be familiar with your duties as stated in the constitution.

Vice-President—Your duty is to assist the president in all services. In this person's absence, you will succeed and will assume the duties and responsibilities of this office.

Secretary—You are to keep an accurate record of all meetings and meetings of the executive group and to keep records and other material of importance to the organization. You are chairman of the membership committee.

Treasurer—You are to keep a record of receipts and disbursements, to report financial status of the organization, and to serve as chairman of the finance committee.

Historian—It is your duty as historian to keep an accurate history of the organization and to keep the scrapbook and have it complete by the end of the school year.

Parliamentarian—Your duties as parliamentarian would be to rule on points in question concerning parliamentary procedure, to assist in conducting meetings in a business-like way, and to serve as chairman of the constitutional committee.

Reporter—You are to report to our school paper and our local newspaper all activities of the FHA/HERO organization and to serve as the chairman of the publicity committee.

Photographer—You are to take pictures of activities and projects of FHA/HERO and assist the reporter in public relations. You are to see that the historian has pictures for the scrapbook.

Music and Recreation Leader—It is your duty to provide recreation at all meetings and have songs and relaxers ready before each meeting. It is your duty to be chairman of the music and recreation committee.

Pianist—It is your duty to provide music for all meetings, to play for special meetings and programs, and to work closely with the music and recreation leader.

Chaplain—Your duty is to provide the devotional for all meetings and to assist the music and recreation leader.

Will the new president-elect come forward? (President-elect comes forward.) By giving you this gavel, I relinquish to you the position president of the ____________________ Chapter of FHA/HERO. We are confident that you and the other officers will provide capable leadership.

(The president makes an acceptance speech.)

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ASSIGNMENT SHEET 4	FHA/HERO IN ACTION	A II

NAME ______________________ SCORE ______

OBJECTIVE 19

Use the FHA/HERO planning process.

INTRODUCTION

Objective 14 in this unit deals with the FHA/HERO planning process. Brainstorming with classmates and FHA/HERO members helps determine concerns which are pertinent to needs as a group.

DIRECTIONS

Using the steps for planning on the following pages, work in groups to plan a project related to classwork. Describe below how you used the steps in planning your project.

1. **Identify concerns.**

   - Brainstorm to get all ideas out or state the activity or problem you want to tackle if already determined.
   - Evaluate your list and narrow it down to a workable idea or project that interests and concerns some or all of your members.
   - What is of importance to you? In general, what thing would you like to accomplish?

____

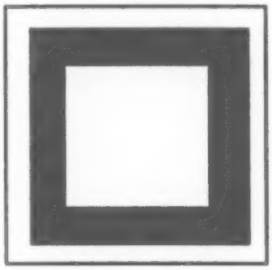
____

____

____

2. **Set your goal.**

- Get a clear mental picture of what you want to accomplish and write this down as your goal.
- Make sure your goal is one that can be achieved and evaluated; consider available resources.



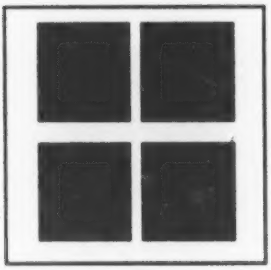
3. **Form a plan.**

- Decide how your goal will be reached.
- Figure out the who, what, where, when, and how.
- List the abilities, skills and knowledge required on your part.

- List other available resources, such as persons, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face and the need for alternate plans.
- Decide ways to recognize your accomplishments along the way.

4. **Act.**

- Carry out your group or individual plan.
- Use family and community members, advisers committees, task forces and advisory groups when needed.



5. **Follow up.**

- Determine if your goal was met.
- List ways you would improve your project or planning for future references.
- Share and publicize your efforts with others.

Since it may be some time before you can actually analyze what happened, use the space below to write what you think might happen.

____

____

____

____

____

____

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ASSIGNMENT ANSWERS

FHA/HERO IN ACTION

A II

ASSIGNMENT SHEET 1

Students will receive the total points possible by participating in this activity.

ASSIGNMENT SHEET 2

Students will receive the total points possible by participating in this activity.

ASSIGNMENT SHEET 3

Students will receive points by filling in the blanks correctly. Answers will be a listing of current local officers. Other points will be awarded for participating in a mock ceremony.

ASSIGNMENT SHEET 4

1. Answer should relate to a class or chapter project, program, and/or activity.
2. Answer should be more specific than answer to question 1.
3. Answer should be the final goal or outcome desired.
4. Answer will include accomplishments necessary to reach the goal.
5. Answer will include in order steps necessary to reach the goal.
6. Answer will include projected outcomes or actual outcomes, if known.

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with FHA/HERO activities to their correct definitions. Write the correct letters in the blanks.

___ 1. An organized listing of the order of business for a meeting

___ 2. "From the office" or "by virtue of the office"

___ 3. Document that includes rules that help to keep the local chapter running smoothly

___ 4. "For a specific purpose" or "for a special case only"

___ 5. Set of rules for conducting a meeting in an organized and efficient manner

___ 6. Standing committee that acts to expedite planning; usually made up of officers

___ 7. Chosen group of members with specified responsibilities

a. Extemporaneous speech

b. Parliamentary procedure

c. Ad hoc

d. Ex-officio

e. Agenda

f. Bylaws

g. Executive council

h. Committee

i. Minutes

j. Memorandum

OBJECTIVE 2

Match the FHA/HERO local officers to their duties. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairman of the membership and correspondence committees

____2. Keeps accurate record of all chapter income and gives receipts; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairman of the finance (ways and means) committee

____3. Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a businesslike way; serves as chairman of constitution (bylaws) committee

____4. Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairman of the records and materials committee

____5. Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairman of music and recreation and/or social committee(s)

____6. Provides devotional for all meetings; assists music and recreation leader

a. Adviser

b. President

c. Vice president

d. Director

e. Secretary

f. Treasurer

g. HERO representative

h. Parliamentarian

i. Historian

j. Reporter

k. Representative

l. Music and recreation leader

m. Chaplain

___. 7. Serves at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedure; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

___ 8. Writes news articles and supplies pictures for the school paper, local newspaper, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA/HERO Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairman of the public relations committee

___ 9. Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairman of the program/project committee

OBJECTIVE 3 **List the steps in the election process.**

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

OBJECTIVE 4

Match the FHA/HERO committees to their correct functions. Write the correct letters in the blanks provided. (Question is continued on the following page.)

____1. Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and decide if there are any additions or changes necessary

____2. Interprets FHA/HERO and the home economics program to others in the school and community

____3. Selects slate of officer candidates; organizes voting procedures and materials

____4. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

____5. Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

____6. Writes invitations and thank-yous to program participants and guests; helps secretary, when necessary, on chapter business correspondence

____7. Develops plan to increase and maintain local chapter membership

____8. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

____9. Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

a. Nominating/election committee

b. Constitution (bylaws) committee

c. Public relations committee

d. Social committee

e. Personnel committee

f. Evaluation committee

g. Finance (ways and means) committee

h. Records and materials committee

i. Music committee

j. Correspondence committee

k. Membership committee

l. Hospitality committee

m. Program/project committee

n. Validation committee

o. Honorary committee

__ 10. Keeps materials and references of the chapter up to date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

OBJECTIVE 5

Select from the following list the primary purposes of committees. Write an "X" before each correct answer.

___ 1. To allow fewer students to become actively involved in chapter activities

___ 2. To allow more students to become actively involved in chapter activities

___ 3. To equally distribute the workload among officers

___ 4. To provide chapter with information, or to make recommendations to chapter members

___ 5. To equally distribute workload

OBJECTIVE 6

Match the common types of committees to their lengths of service. Write the correct letters in the blanks.

___ 1. Appointed as needed for special activities	a. Appointment committee
___ 2. Appointed for entire year	b. Special committee
	c. Standing committee
	d. Vacation committee

OBJECTIVE 7

Arrange in order steps in setting up committees. Write the correct numbers in the blanks.

___ Chapter president appoints chairmen

___ Executive council (chapter officers) decides which committees are needed

___ Officers make staffing assignments

OBJECTIVE 8

List the types of state officers.

OBJECTIVE 9

Arrange in order steps for becoming a state officer. Write the correct numbers in the blanks.

____Application is completed and mailed to state office for committee review

____Individual qualifies as an active member of local chapter

____Newly elected state officers are installed at state meeting

____Ballots are mailed to each chapter

____Applicants fulfilling all qualifications are interviewed

____Candidates are notified of voting results by mail

____Candidates are selected by general interview committee

OBJECTIVE 10

List the types of National Executive Council officers.

OBJECTIVE 11

Arrange in order the steps in the selection of a national officer candidate. Write the correct numbers in the blanks.

____Candidate is introduced at the state meeting

____Candidate's name appears on national election ballot

____Steps in becoming a state officer are followed

____Elected officer resigns all other local, sub-district, and state FHA offices

OBJECTIVE 12

List the national Future Homemakers of America (FHA/HERO) contest events.

OBJECTIVE 13

List the Future Homemakers of America (FHA/HERO) meetings.

OBJECTIVE 14

Arrange in order steps in using the Future Homemakers of America (FHA/HERO) planning process. Write the correct numbers in the blanks.

___ Form a plan

___ Identify concerns

___ Follow up

___ Act

___ Set your goal

NOTICE	The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.	
OBJECTIVE 16	**Participate in FHA/HERO opening and closing ceremonies.**	SCORE ____
OBJECTIVE 17	**Participate in an FHA/HERO emblem ceremony.**	SCORE ____
OBJECTIVE 18	**Participate in an FHA/HERO installation ceremony.**	SCORE ____
OBJECTIVE 19	**Use the FHA/HERO planning process.**	SCORE ____

OBJECTIVE 1

1. e
2. d
3. f
4. c
5. b
6. g
7. h

OBJECTIVE 2

1. e
2. f
3. h
4. i
5. l
6. m
7. b
8. j
9. c

OBJECTIVE 3

1. Appoint election committee
2. Nominate officers
3. Campaign
4. Hold election
5. Install new officers

OBJECTIVE 4	1. b 2. c 3. a 4. i 5. g 6. j 7. k 8. l 9. m 10. h
OBJECTIVE 5	2, 4, 5
OBJECTIVE 6	1. b 2. c
OBJECTIVE 7	2, 1, 3
OBJECTIVE 8	• President • Vice president • Secretary • HERO representative(s)
OBJECTIVE 9	2, 1, 7, 5, 3, 6, 4
OBJECTIVE 10	• President • Vice president • Secretary • Treasurer • Representative to national board of directors • National officers (nine)
OBJECTIVE 11	2, 3, 1, 4
OBJECTIVE 12	• All-Star Chapter Event

- All-Star Project Event
- Family Communications Event
- Food Service Event
- Illustrated Talk Event
- Job Interview Event
- Kids, Incorporated Event
- Little Friends Event

OBJECTIVE 13

- National leadership convention
- Cluster meeting
- State convention
- Sub-district meeting
- Local meeting

OBJECTIVE 14 3, 1, 5, 4, 2

OBJECTIVE 15

1. c
2. b
3. d

OBJECTIVE 16 Refer to answers to Assignment Sheet 1.

OBJECTIVE 17 Refer to answers to Assignment Sheet 2.

OBJECTIVE 18 Refer to answers to Assignment Sheet 3.

OBJECTIVE 19 Refer to answers to Assignment Sheet 4.

OBJECTIVE SHEET

PARLIAMENTARY PROCEDURE

A III

INTRODUCTION

As an FHA/HERO member, you will be required to attend meetings to discuss chapter business. In order to be able to participate in these meetings, it is necessary for you to know the procedures for how a proper meeting is to be presented.

UNIT OBJECTIVE

After completing this unit, the student should be able to use basic parliamentary procedure and participate in a chapter meeting. The student will demonstrate these competencies by completing the assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with parliamentary procedure to their correct definitions.
2. Name one book that is a source of parliamentary procedure.
3. Select from a list the purposes of parliamentary procedure.
4. Arrange in order the parts of an order of business.
5. Arrange in order the steps in the progression of a motion (Rule of Eight).
6. State the purpose of a motion to amend.
7. Use correct order to process a motion (Rule of Eight). (Assignment Sheet 1).

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Invite chapter officers to visit the class.
- Invite a parliamentary procedure team to come to a class meeting.

NOTE: Provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objective 1

- Have the parliamentary procedure team or chapter officers conduct a meeting for the class. Make sure that the team uses the majority of the terms during their presentation. Invite the FHA/HERO team or the local FFA chapter parliamentary procedure team.
- Show one of the films listed in the suggested resources.

Objective 2

- Share a copy of *Robert's Rules of Order* with the class.
- Have students research parliamentary procedure in an encyclopedia and prepare a report for class.

Objective 3

- Stress the importance of majority rule in meetings where parliamentary procedure is used. Emphasize at the same time that opinions of the minority are heard and that minority ideas and rights are respected as well.
- Explain to the students that some of the people (majority) elect the President of the United States, but following the election, the President serves all the people.

Objective 4

- Develop a bulletin board "The Road to Order of Business." Use maps for the background. Use strips of colored paper to mark a highway. Cut out various shaped road signs with the parts of an order of business listed on each shape. Place each one along the highway as you present the information.

Objective 5

- Use Transparency Master 1 and Assignment Sheet 1 to help present information.
- Have students practice stating motions.

Objective 6

- Allow each student the opportunity of amending a motion.
- Appoint a class member as president to initiate role-playing.
- Distribute the book series from the National Association of Parliamentarians, listed in the suggested resources, for students to review and discuss.

APPLICATION

Objective 7

- Use Assignment Sheet 1 to give students practice in using correct order to process a motion (Rule of Eight).

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *1986 Chapter Meeting Contest*
- *1987 Chapter Meeting Contest*
- *1986 Parliamentary Procedures Contest*
- *1987 Greenhand Chapter Meeting Contest*
- *How to Conduct a Meeting*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order the first four films from the Oklahoma State University Agriculture Department, OSU Campus, Stillwater, Oklahoma 74078. The last film, *How to Conduct a Meeting*, is available to out-of-state teachers, from Coronet Films, Simon and Schuster School Group, 108 Wilmot Road, Deerfield, Illinois 60015.

Publications

- *Robert's Rules of Order*, newly revised in 1981, and the following series of books are available from the National Association of Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, Missouri 64133-4751.
- *Congratulations Series*
    - *You Are the President*
    - *You Are the Secretary*
    - *You Are the Treasurer*
    - *You Are on the Committee*
    - *You Want to Learn How to Make and Amend Main Motions*
    - *You Want to Learn Definitions*
    - *You Are a Member*

UNIT REFERENCES

- *FHA/HERO: Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.
- Robert, Henry. *Robert's Rules of Order*, rev. ed. Kansas City, Missouri: National Association of Parliamentarians, 1981.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

PARLIAMENTARY PROCEDURE

A III

OBJECTIVE 1	1. k 2. e 3. g 4. l 5. c 6. d 7. b 8. j
OBJECTIVE 2	*Robert's Rules of Order*
OBJECTIVE 3	1, 3, 4, 5, 6, 7
OBJECTIVE 4	2, 5, 1, 8, 7, 6, 4, 9, 3, 10
OBJECTIVE 5	5, 6, 1, 8, 7, 4, 2, 3
OBJECTIVE 6	To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.
OBJECTIVE 7	Refer to answers to Assignment Sheet 1.

PRETEST

PARLIAMENTARY PROCEDURE

A III

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions. Write the correct letters in the blanks.

___ 1. To change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

___ 2. Another member's agreement that the motion should come before the assembly

___ 3. Set of rules for conducting a meeting in an organized and efficient manner

___ 4. The official close of the meeting

___ 5. Official gathering of members in order to transact business

___ 6. Records of the proceedings of a meeting

___ 7. Formal discussion of a motion

___ 8. Proposal that something be done; method of bringing a question before the meeting for consideration

a. Democracy
b. Debate
c. Assembly
d. Minutes
e. Second
f. Call to order
g. Parliamentary procedure
h. Agenda
i. Majority
j. Motion
k. Amend
l. Adjournment

OBJECTIVE 2

Name a book that is the most widely used source of parliamentary procedure.

____

OBJECTIVE 3

Select from the list below the purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

___ 1. Rights of absentee members
___ 2. Justice to selected people
___ 3. Pursuing only one item at a time
___ 4. Rights of the minority
___ 5. Rights of individual members
___ 6. Rights of the majority
___ 7. Democracy in action

OBJECTIVE 4

Arrange in order the parts of an order of business. Write the correct numbers in the blanks.

___ Call to order
___ Reports from special committees
___ Opening ceremony
___ Program
___ New business
___ Unfinished business
___ Reports from officers and standing committees
___ Adjournment
___ Reading and approving of minutes
___ Closing ceremony

OBJECTIVE 5

Arrange in order the steps in the progression of a motion.
Write the correct numbers in the blanks.

___ Presiding officers states the motion

___ Assembly debates and/or amends the motion

___ Member rises and addresses the presiding officer

___ The result of the vote is announced

___ Presiding officer takes the vote

___ Another member seconds the motion without rising or addressing the chair

___ Member is recognized

___ Member proposes the motion

OBJECTIVE 6

State the purpose of a motion to amend.

____

____

____

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 7

Use correct order to process a motion (Rule of Eight).

SCORE ____

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions.

- **Adjournment**—The official close of the meeting
- **Amend**—To change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting
- **Assembly**—Official gathering of members in order to transact business
- **Debate**—Formal discussion of a motion
- **Minutes**—Records of the proceedings of a meeting
- **Motion**—Proposal that something be done; method of bringing a question before the meeting for consideration
- **Parliamentary procedure**—Set of rules for conducting a meeting in an organized and efficient manner
- **Second**—Another member's agreement that the motion should come before the assembly

OBJECTIVE 2

Name one book that is a source of parliamentary procedure.

The laws of parliamentary procedure are standard. Present day parliamentary procedures came originally from the English Parliament. When the British came to set up colonies in the early years of the United States, it seemed that the leaders of the new colonies each had their own version of how a meeting was to be properly conducted. In the 1860's a Major of Army Engineers, Henry Robert, began the study of parliamentary procedure. In 1876 the original *Robert's Rules of Order* was published. Even though there have been several editions of the book printed, the original still serves as the basic manual for parliamentary procedure. Parliamentary laws can also be found in most encyclopedias.

OBJECTIVE 3

Select from a list the purposes of parliamentary procedure.

Henry Robert began his study of parliamentary procedure because he saw the need to better organize and provide structure to meetings. The following purposes of parliamentary procedure served as a basis for Henry Robert's research.

- Democracy in action
- Justice to all
- Pursuing only one item at a time
- Rights of individual members
- Rights of absentee members
- Rights of the minority
- Rights of the majority

OBJECTIVE 4

Arrange in order the parts of an order of business.

In addition to parliamentary procedure, the use of an agenda (an organized listing of the order of business) helps organize and provide structure to meetings. A typical order of business would go as follows.

1. Opening ceremony
2. Call to order
3. Reading and approving of minutes
4. Reports from officers and standing committees
5. Reports from special committees
6. Unfinished business
7. New business
8. Program
9. Adjournment
10. Closing ceremony

OBJECTIVE 5

Arrange in order the steps in the progression of a motion (Rule of Eight). (Transparency 1 and Assignment Sheet 1)

During the business meeting, it will be necessary for members to properly bring business before the assembly for consideration and action. This action is known as a motion. The steps in the progression of a motion are as follows.

1. Member rises and addresses the presiding officer.

   EXAMPLE: "Mr./Madame President..."

2. Member is recognized

3. Member proposes the motion

   EXAMPLE: "I move that..."

4. Another member seconds the motion without rising or addressing the chair

   EXAMPLE: "Second"

5. Presiding officer states the motion

   EXAMPLE: "It is moved and seconded that..."

6. Assembly debates and/or amends the motion

7. Presiding officer takes the vote

   EXAMPLE: "All those in favor say aye. Those opposed say no."

8. The result of the vote is announced

   EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will..."

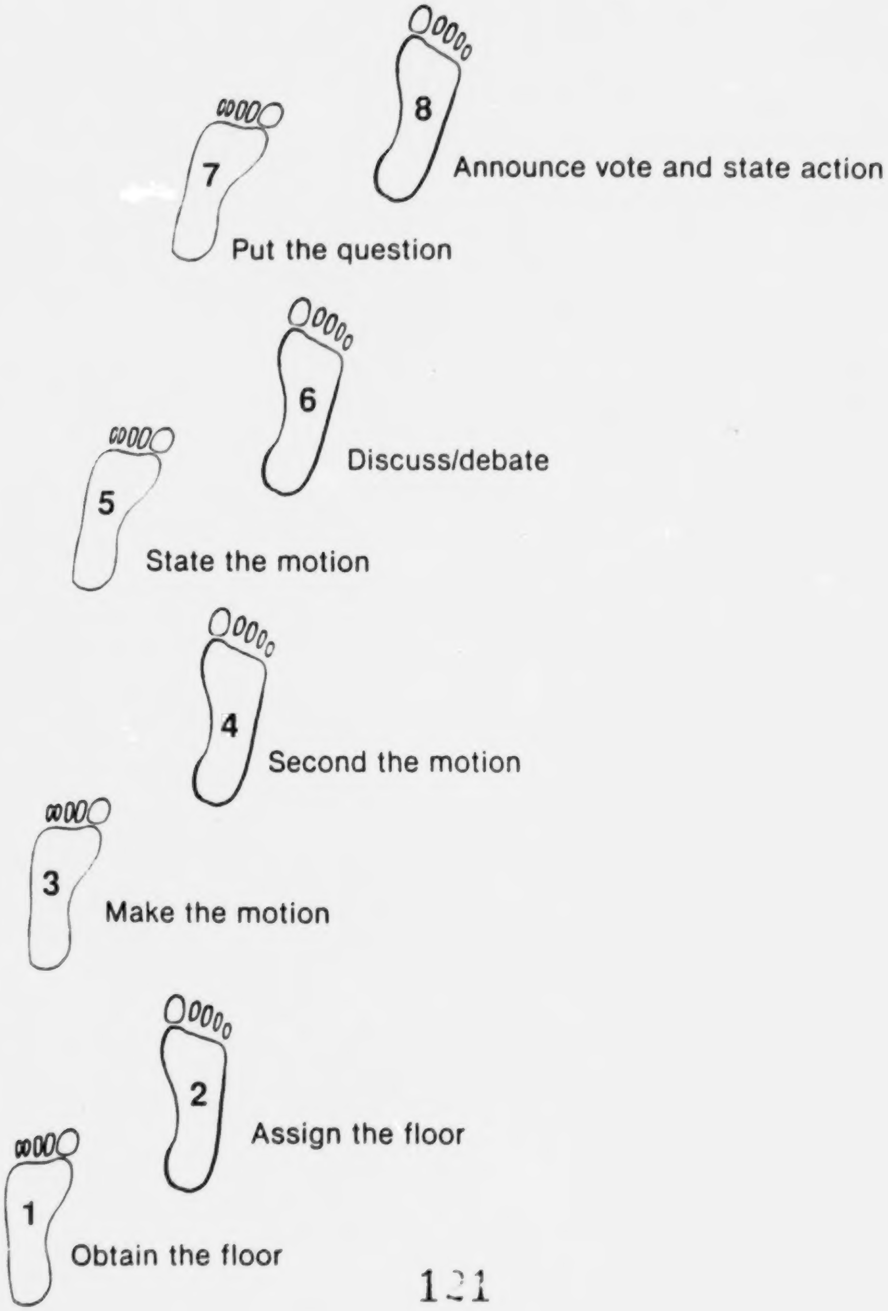
OBJECTIVE 6

State the purpose of a motion to amend.

Often, a member of the assembly does not approve of a motion that has been made and seconded. After the presiding officer states the motion, the member may present a motion to amend. The purpose of a motion to amend is to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.

Steps to Process a Main Motion

(Rule of Eight)



8 Announce vote and state action

7 Put the question

6 Discuss/debate

5 State the motion

4 Second the motion

3 Make the motion

2 Assign the floor

1 Obtain the floor

NAME ______________________ SCORE ______

OBJECTIVE 7 **Use correct order to process a motion (Rule of Eight).**

INTRODUCTION Chapter members are responsible for using correct procedures to process a motion that is before the membership. Although it is a simple process, it requires some practice. Objective 5 of this unit deals with the steps in the progression of a motion. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Write the steps necessary to process the motion, which is "The chapter have a party on Friday, September 7, at 6:30 P.M."

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

PARLIAMENTARY PROCEDURE

ASSIGNMENT SHEET 1

1. Member rises and addresses the presiding officer
2. Member is recognized
3. Member says, "I move that our chapter have a party on Friday, September 7, at 6:30 P.M."
4. Another member seconds the motion
5. Presiding officer states motion
6. Motion is debated
7. Presiding officer takes the vote
8. The result of the vote is announced

WRITTEN TEST

PARLIAMENTARY PROCEDURE

A III

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions. Write the correct numbers in the blanks.

___ 1. The official close of a meeting

___ 2. Official gathering of members in order to transact business

___ 3. Another member's agreement that the motion should come before the assembly

___ 4. Set of rules for conducting a meeting in an organized and efficient manner

___ 5. Formal discussion of a motion

___ 6. To change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

___ 7. Records of the proceedings of a meeting

___ 8. Proposal that something be done, method of bringing a question before the meeting for consideration

a. Second
b. Debate
c. Adjournment
d. Parliamentary procedure
e. Motion
f. Amend
g. Assembly
h. Minutes
i. Majority
j. Democracy
k. Agenda
l. Call to order

OBJECTIVE 2

Name one book that is a source of parliamentary procedure.

____

OBJECTIVE 3

Select from the following list the purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

___ 1. Rights of individual members

___ 2. Limiting debate to five minutes

___ 3. Letting president control intent of meeting

___ 4. Rights of the minority

___ 5. Controlling what the chapter does

___ 6. Rights of the majority

___ 7. Handling up to four items at one time

___ 8. Rights of absentee members

___ 9. Democracy without effort

___ 10. Justice to all

OBJECTIVE 4

Arrange in order the parts of an order of business. Write the correct numbers in the blanks.

___ Program

___ Reports from officers and standing committees

___ New business

___ Call to order

___ Closing ceremony

___ Unfinished business

___ Opening ceremony

___ Reading and approving of minutes

___ Adjournment

___ Reports from special committees

OBJECTIVE 5

Arrange in order the steps in the progression of a motion (Rule of Eight). Write the correct number in the blanks provided.

___ Assembly debates and/or amends the motion

___ Member proposes the motion

___ Member rises and addresses the presiding officer

___ The result of the vote is announced

___ Presiding officer states the motion

___ Member is recognized

___ Presiding officer takes the vote

___ Another member seconds the motion without rising or addressing the chair

OBJECTIVE 6

State the purpose of a motion to amend.

____

____

NOTICE

The following assignment sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7

Use correct order to process a motion (Rule of Eight). SCORE ____

WRITTEN TEST ANSWERS | PARLIAMENTARY PROCEDURE | A III

OBJECTIVE 1	1. c 2. g 3. a 4. d 5. b 6. f 7. h 8. e
OBJECTIVE 2	*Robert's Rules of Order* or encyclopedias
OBJECTIVE 3	1, 4, 6, 8, 10
OBJECTIVE 4	8, 4, 7, 2, 10, 6, 1, 3, 9, 5
OBJECTIVE 5	6, 3, 1, 8, 5, 2, 7, 4
OBJECTIVE 6	The purpose of a motion to amend is to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.
OBJECTIVE 7	Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

HOME ECONOMICS RELATED OCCUPATIONS

B I

INTRODUCTION

The field of home economics is concerned with many of the critical problems facing our society. As a student of home economics, it is important that you know about the various home economics related occupations that help make our world a better place to live. Learning about home economics related occupations may even encourage you to choose one as a future job or career.

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate knowledge of home economics careers and investigate a home economics related occupation. The student will demonstrate these competencies by completing the assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with home economics related occupations to their correct definitions.
2. Name the six home economics related occupational areas.
3. Discuss how high school academic courses relate to home economics related occupations.
4. Discuss how changes in society have influenced the job market in home economics related occupations.
5. Select from a list factors to consider when choosing a career.
6. Investigate a home economics related occupation. (Assignment Sheet 1)

SUGGESTED ACTIVITIES — HOME ECONOMICS RELATED OCCUPATIONS — B I

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Invite home economics related workers to speak to the class.
- Invite guidance counselor to be a guest speaker.

  NOTE: Please provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Have students prepare for speakers by listing things they want to know about the jobs.
- Show video *Home Economics: The Multimedia Profession.*
- Have students collect current information/brochures concerning home economics related occupations.
- Have students play "Sketch Pad Charades" to present occupations.

Objective 3

- Have students list all their current classes and discuss how these classes relate to home economics related occupations.

Objective 4

- Have students review the *Occupational Outlook Handbook.*
- Show film *Careers and Babies.*

Objective 5

- Have students work through the *Oklahoma Career Search* information system.
- Have school counselor speak to the class on "How to Choose a Career."
- Show film *Careers: Making a Choice.*
- Show film *Making It in the World of Work.*

- Distribute activity sheets

  Activity Sheet 1—Chart Personal Goals

  Activity Sheet 2—Evaluate Personal Abilities

APPLICATION

Objective 6

- Use Assignment Sheet 1 to give students practice in investigating home economics related occupations.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Careers and Babies*
- *Careers: Making a Choice*
- *Making It in the World of Work*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order these films directly from the producers.

- *Careers and Babies*—Polymorph Films, 118 South St., Boston, Massachusetts 02111.
- *Careers: Making a Choice*—Doubleday Multimedia, 1371 Reynolds Avenue, Irvine, California 92705.
- *Making It in the World of Work*—Filmfair Communications, 10900 Ventura Boulevard, Box 1728, Studio City, California 91604.

- *Home Economics: The Multimedia Profession*

  This videotape is available through American Home Economics Association, 2012 Massachusetts Ave. NW, Washington D.C. 20036-1028.

Computer Program

- Oklahoma Career Search System

  NOTE: This program is available for purchase by Oklahoma teachers from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Other teachers should contact their state career information office or VIEW program coordinator.

Publications

- U.S. Department of Labor, *Occupational Outlook Handbook*, Washington, D.C.: United States Government Printing Office, 1989.

  NOTE: You may be able to obtain a free copy from your U.S. Senator.

UNIT REFERENCES

- Campbell, Sally. *The Confident Consumer*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1988.
- Sawatzky, Joyce. *Home Economics I*, rev.ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- Thompson, Faiola-Priest, *Lifeplans*. Cincinnati, Ohio: South-Western Publishing Co., 1987.

PRETEST ANSWERS | HOME ECONOMICS RELATED OCCUPATIONS | B I

OBJECTIVE 1

1. k
2. b
3. i
4. h
5. c
6. f
7. g
8. e
9. j
10. a

OBJECTIVE 2

- Consumer affairs
- Education, communication, and community service
- Family relations and child development
- Food and nutrition
- Housing and home furnishings
- Textiles and clothing

OBJECTIVE 3

Discussion should include four of the following

- Social studies helps one learn about housing, food, clothing, personal relationships, money, health, and community services
- Literature helps one learn about housing, food, clothing, personal relationships, money, health, journalism, radio and television, teaching, and extension
- Math is used in housing, food, clothing, and consumer affairs
- Economics helps one learn about housing, food, clothing, personal relationships, and money management
- Chemistry is used in food, housing, and household equipment
- Biology helps one learn about food and nutrition
- Art is used in clothing and interior decorating
- Physics is used in housing and household equipment

- Writing helps in journalism, radio and television, teaching, and extension work
- Speech helps in journalism, radio and television, teaching, and extension work
- Foreign languages are beneficial in all areas of home economics related occupations

OBJECTIVE 4 Discussion should include five of the following

- Rising cost of living
- Rising number of single-parent and female heads of households
- Need for workers to provide services once performed by the homemaker
- Home-based businesses
- Entrepreneurships
- Changes in the economy
- Pressure to conserve energy and practice resource management
- Demand for improvement in the quality of products and services
- Increase in the number of elderly citizens
- Future trends such as flextime, job sharing, electronic cottages

OBJECTIVE 5 1, 2, 3, 4, 6, 7, 8, 9, 10

OBJECTIVE 6 Refer to answers to Assignment Sheet 1.

PRETEST

HOME ECONOMICS RELATED OCCUPATIONS

B I

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with home economics related occupations to their correct definitions. Write the correct letters in the blanks.

___ 1. Group of similar positions in a single company, business establishment, or educational agency

___ 2. General term which covers consumer protection, consumer education, and consumer economics

___ 3. Any planned or responsible activity in which an individual engages with expectation of a return for efforts

___ 4. The act of two workers performing the work typically done by one person

___ 5. Group of similar jobs

___ 6. A profession for which one trains and undertakes as a permanent calling

___ 7. Home that is electronically connected to the worker's place of employment

___ 8. One who owns a business

___ 9. Work schedule that allows one to choose the hours of work

___ 10. Business that is operated out of the owner's place of residence

a. Home-based business

b. Consumer affairs

c. Occupation

d. Rehabilitation

e. Entrepreneur

f. Career

g. Electronic cottage

h. Job sharing

i. Work

j. Flextime

k. Job

l. Aptitude

m. Resource

n. Lobbyist

o. Milliner

OBJECTIVE 2 **Name the six home economics related occupational areas.**

OBJECTIVE 3 **Discuss how four high school academic courses relate to home economics related occupations.**

OBJECTIVE 4 **Discuss how five changes in society have influenced the job market in home economics related occupations.**

OBJECTIVE 5

Select from the following list factors to consider when choosing a career. Write an "X" in the blank before each correct answer.

___ 1. Talents needed

___ 2. Location of work

___ 3. Salary and other benefits

___ 4. Personal goals, interests, and abilities

___ 5. Goals your parents have for you

___ 6. Income potential

___ 7. Work conditions

___ 8. Time, energy, and money required for training

___ 9. Future outlook

___ 10. Educational and physical requirements

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 6

Investigate a home economics related occupation.

SCORE ____

INFORMATION SHEET

HOME ECONOMICS RELATED OCCUPATIONS

B I

OBJECTIVE 1

Match terms associated with home economics related occupations to their correct definitions.

- **Career**—A profession for which one trains and undertakes as a permanent calling
- **Consumer affairs**—General term which covers consumer protection, consumer education, and consumer economics
- **Electronic cottage**—Home that is electronically connected to the worker's place of employment
- **Entrepreneur**—One who owns a business
- **Flextime**—Work schedule that allows one to choose the hours of work
- **Home-based business**—Business that is operated out of the owner's place of residence
- **Job**—Group of similar positions in a single company, business establishment, or educational agency
- **Job sharing**—The act of two workers performing the work typically done by one person
- **Occupation**—Group of similar jobs
- **Work**—Any planned or responsible activity in which an individual engages with expectation of a return for efforts

OBJECTIVE 2

Name the six home economics related occupational areas. (Assignment Sheet 1)

- Consumer affairs

  EXAMPLES: Consumer educator, market research analyst, consumer adviser, lobbyist, bank home economist, utility company home economist, consumer economist, merchandise evaluator, consumer correspondent, consumer representative, budget consultant, professional shopper, special events coordinator, sales representative

- Education, communication, and community service

  EXAMPLES: Home economics teacher, advertising account executive, advertising copywriter, curriculum specialist, educational materials writer, editor, public health education specialist, rehabilitation specialist, county home economics extension agent, photographer, television commercial director, linguist, graphic artist, employment interviewer, volunteer administrator, college and university professor, community service agency director

- Family relations and child development

  EXAMPLES: Technical/support occupations in family relations and child development—day care aide, child care aide, play room attendant, nursery school attendant, Head Start aide, kindergarten aide, playground supervisor, babysitter, camp counselor, nursing home aide, retirement facility aide, adult day care aide, senior citizen public transportation coordinator, senior citizen social service coordinator, activity director, home health aide, family social service aide, foster parents

  Professional occupations in family relations and child development —day care teacher, social welfare administrator, child development specialist, toy designer, kindergarten teacher, nursery school teacher, marriage counselor, child psychologist, nursing home administrator, crisis mediator, community service agency director, gereontologist, senior citizen social service director, case worker, correction officer, adoption counselor, displaced workers director, adult day care director

- Food and nutrition

  EXAMPLES: Technical/support occupations in food and nutrition— bus person, dishwasher, host or hostess, dishwasher, waiter or waitress, salad maker, fry cook, second cook, breakfast cook, short order cook, broiler cook, cashier or checker, counter person, kitchen helper, storeroom supervisor, baker's aide, butcher, dietary technician, purchasing agent, chef, food service kitchen supervisor, caterer, food processing technician, food demonstrator, delivery person, cannery worker, flight attendant

Professional occupations in food and nutrition—test kitchen specialist, recipe tester, food editor, food production manager, dietitian, food/beverage analyst, nutritionist, food chemist, product developer, package designer

- Housing and home furnishings

  EXAMPLES: Technical/support occupations in housing and home furnishings—drapery/upholstery estimator, interior decorator, lighting consultant, stock clerk, apartment manager, salesperson, housekeeper/maid, lodging facilities (hotel, motel) manager, merchandising aide, drapery maker, slipcover maker, window decorator, drapery inspector, interior decorator's aide, upholsterer, florist's aide, hand cutter, sketcher, house sitter, commercial dry cleaner, painter, janitor, mover, chimney sweep, microwave technician, furniture refinisher, paper hanger, department store buyer, manufacturer's representative, realtor, appliance dealer, appliance demonstrator

  Professional occupations in housing and home furnishings—interior designer, textile researcher, furniture designer, wallpaper designer

- Textiles and clothing

  EXAMPLES: Technical/support occupations in textiles and clothing—alteration finisher, bridal consultant, clothing inspector, department store buyer, fashion coordinator, sewing instructor, textile technician, dressmaker's aide, sample maker, garment fitter, stock clerk, salesperson, milliner, hand sewer, pattern maker, pattern grader, sketcher, folder, bundler, spreader, sewing machine operator, production cutter, colorist, displayer

Professional occupations in textiles and clothing—costume designer, dress pattern designer, textile chemist, textile cloth designer

The occupation of homemaker involves most of the above areas. Some of these areas, especially consumer affairs and education, communication, and community service overlap into the other occupational areas. For example, a home economics teacher teaches food and nutrition, consumer affairs, family relations, child development, textiles, clothing, housing, and home furnishings.

OBJECTIVE 3

Discuss how high school academic courses relate to home economics related occupations.

Home economics is such a broad field that all your high school academic courses are likely to be valuable to you should you later choose a home economics related occupation. Home economics is related to people at home and in the community in areas such as housing, food, clothing, personal relationships, money, and health. Here's how some of the classes you are taking right now relate to the field of home economics.

- Classes in social studies, literature, math, and economics will prepare you to think in terms of home and community.
- If you choose to work with food—in nutrition, dietetics, or other jobs—your experience in math, chemistry, and biology will be extremely useful.
- For clothing or interior decoration, some art is recommended.
- Jobs involving housing or household equipment are likely to call for knowledge of math and physics, as well as chemistry.
- Classes in literature, writing, or speech will help develop the skills needed to enter home economics jobs in journalism, radio or television, teaching, and extension work.
- Any knowledge of foreign languages can be very helpful in all areas of home economics related occupations.

OBJECTIVE 4

Discuss how changes in society have influenced the job market in home economics related occupations.

At one time the homemaker was the main person that used the knowledge learned in home economics classes. The homemaker was usually a female that did not work outside the home.

- Due to the rising cost of living and the increase in the number of single-parent families and female heads of households, over 60 percent of homemakers now work outside the home. This has brought about a need for workers to provide services that were once performed mainly by the homemaker. For example, many people eat dinner at a restaurant at least twice a week and very few homemakers make their family's clothing.
- Homemakers who have chosen to stay at home have ventured into home-based businesses and entrepreneurships.
- Changes in the economy have created pressures to conserve energy and practice resource management.
- Society has demanded improvement in the quality of consumer products and services.
- The increase in the number of older, healthier citizens has demanded that more workers be trained in care of the elderly and handicapped.
- Future trends suggest that as we move into the "Information Age," workers will be allowed more flextime and job sharing at their places of work. Many workers will "bring" work home and the home will become an electronic cottage. These trends will change individuals and families and will create an even higher demand for home economics related occupations personnel.

OBJECTIVE 5

Select from a list factors to consider when choosing a career.

Choosing a career is in itself a real job. There are several factors to consider when choosing a career. Any career you choose will have both advantages and disadvantages. Activity Sheets 1 and 2 will help you chart your personal goals and evaluate your personal abilities. All of these factors need to be considered to help insure personal satisfaction in your chosen field of work.

- Work conditions
- Talents needed
- Salary and other benefits
- Future outlook
- Educational and physical requirements
- Location of work
- Time, energy, and money required for training
- Income potential
- Personal goals, interests, and abilities

CHART PERSONAL GOALS

Goal setting saves time. Goals are actions we intend to do. Goals are concrete and can be measured by time.

1. List three things you want to do next week. List the most important as Goal 1 and the least important as Goal 3.

   Goal 1: ____________________

   Goal 2: ____________________

   Goal 3: ____________________

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep a log of activities for the week. Then re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

3. Chart your goals using the "My Goals" chart included in this activity sheet.

MY GOALS

Set your goals. Some of these may be tentative; some may be definite. Continue to evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests or Hobbies	Others (home, social)
Short-range				
Today, this week, this month				
Long-range				
Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Re-evaluate the amount of time you give to your most important goals.

EVALUATE PERSONAL ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

The more realistic and honest that you can be with yourself in completing this handout, the more helpful it can be. THERE ARE NO RIGHT or WRONG ANSWERS!

Ability	**Degree of Ability**		
	Weak	Avg	Strong
Physical			
a. Strength (lifting and lots or walking, stooping, reaching, or moving things)	___	___	___
b. Coordination Manual (hand and finger dexterity; good at doing fine things with your hands)	___	___	___
Mechanical (working with tools and mechanical objects; fixing things)	___	___	___
Clerical (speed and accuracy with detail, numbers, names; keeping neat and accurate records)	___	___	___
Executive (leadership)	___	___	___
Social (ability to get along with others)	___	___	___
Musical (dancing, playing a musical instrument)	___	___	___
Artistic (painting, drawing, crafts, sculpting)	___	___	___
Mental			
Verbal-meaning (ability to understand ideas expressed in words)	___	___	___

Spatial (ability to think about objects in two or three dimensions) ___ ___ ___

Reasoning (ability to solve problems logically) ___ ___ ___

Numerical (ability to work with numbers accurately) ___ ___ ___

Word-fluency (ability to write and talk easily) ___ ___ ___

Memory (ability to recall past experiences) ___ ___ ___

Use the questions listed below to review your evaluation.

1. Which do you see as your strongest areas? Your weakest?

Strengths	**Weaknesses**
____________________	____________________
____________________	____________________

2. How might this affect your choice of a vocation?

   ____

   ____

3. Which abilities haven't you attempted to use?

   ____

   ____

4. Which abilities do you think are necessary for a vocation that interests you?

   ____

   ____

5. Which ability areas would you like to improve?

   ____

   ____

ASSIGNMENT SHEET 1 — HOME ECONOMICS RELATED OCCUPATIONS

B I

NAME ______________________________ SCORE ________

OBJECTIVE 6

Investigate a home economics related occupation.

INTRODUCTION

As a group, home economists are concerned with helping people look, feel, and live better, particularly within the home and family unit. In pursuing answers to the problems facing our society, home economists may work in large cities, small towns, or rural areas. They may work at local, national, or international levels. Objective 2 in this unit deals with home economics related occupational areas. Examples of occupations in each area are noted. The questions on this assignment sheet emphasize this area.

DIRECTIONS

Choose a home economics related occupation that you are interested in and investigate the total picture for details. You may interview a person already working in this area or find your information in a home economics textbook or other source. Be sure to reference your source of information and record the actual findings in the spaces provided.

1. What academic courses will be helpful?

____

____

____

____

____

2. How much education is needed?

____

____

____

____

3. What location will be required?

____

____

____

____

4. What is the future outlook?

____

____

____

____

____

5. What salary and extra benefits can be expected?

____

____

____

____

6. What special talents or physical requirements are needed?

____

____

____

____

____

7. What are the working conditions?

____

____

____

____

8. What are the advantages?

9. What are the disadvantages?

10. What career did you investigate?

11. How was this information obtained?

ASSIGNMENT ANSWERS

HOME ECONOMICS RELATED OCCUPATIONS

B I

ASSIGNMENT SHEET 1

Use the following criteria to help with evaluation. Information should relate to question number 10.

1. Student may list such courses as social studies, literature, math, economics, chemistry, biology, art, physics, writing, speech, foreign languages, etc.
2. Student may list high school diploma, vocational-technical training, on-the-job training, associate degree, bachelor's degree, etc.
3. Student may list such places as large city, small town, rural area, etc.
4. Student may describe future outlook as in high demand or no longer in demand, etc.
5. Student should list an actual salary or salary range and benefits may be as specific as insurance, vacation, and sick leave or may be as general as benefits being a stepping stone to another occupation.
6. Student should list some specific abilities such as physical strength, social ability, artistic ability, or mental reasoning.
7. Student should list such things as place of work—inside or outside, hours of shifts, supervision, etc.
8. Advantages should include such things as personal satisfaction, economic stability, opportunity for advancement.
9. Disadvantages could include such things as low salary, poor working conditions, physically exhausting, no opportunity for advancement.
10. Students should actually list the career.
11. Information may be obtained from interview of person working in the career or from brochures and other publications.

WRITTEN TEST

HOME ECONOMICS RELATED OCCUPATIONS

B I

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with home economics related occupations to their correct definitions. Write the correct letters in the blanks.

___ 1. Group of similar jobs

___ 2. Group of similar positions in a single company, business establishment, or educational agency

___ 3. A profession for which one trains and undertakes as a permanent calling

___ 4. Any planned or responsible activity in which an individual engages with expectation of a return for efforts

___ 5. General term which covers consumer protection, consumer education, and consumer economics

___ 6. Home that is electronically connected to the worker's place of employment

___ 7. Business that is operated out of the owner's place of residence

___ 8. One who owns a business

___ 9. Work schedule that allows one to choose the hours of work

___ 10. The act of two workers performing the work typically done by one person

a. Electronic cottage

b. Occupation

c. Aptitude

d. Job

e. Resource

f. Home-based business

g. Entrepreneur

h. Career

i. Lobbyist

j. Flextime

k. Milliner

l. Work

m. Consumer affairs

n. Job sharing

o. Rehabilitation

OBJECTIVE 2

Name the six home economics related occupational areas.

OBJECTIVE 3

Discuss how four high school academic courses relate to home economics related occupations.

OBJECTIVE 4

Discuss how five changes in society have influenced the job market in home economics related occupations.

OBJECTIVE 5

Select from a list factors to consider when choosing a career. Write an "X" before each correct answer.

___ 1. Salary and other benefits

___ 2. Work conditions

___ 3. Goals your parents have for you

___ 4. Future outlook

___ 5. Location of work

___ 6. Talents needed

___ 7. Educational and physical requirements

___ 8. Time, energy, and money required for training

___ 9. Personal goals, interests, and abilities

___ 10. Income potential

NOTICE

The following assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 6

Investigate a home economics related occupation.

SCORE ____

WRITTEN TEST ANSWERS

HOME ECONOMICS RELATED OCCUPATIONS

B I

OBJECTIVE 1

1. b
2. d
3. h
4. l
5. m
6. a
7. f
8. g
9. j
10. n

OBJECTIVE 2

- Consumer affairs
- Education, communications, and community service
- Family relations and child development
- Food and nutrition
- Housing and home furnishings
- Textiles and clothing

OBJECTIVE 3

Discussion should include four of the following

- Social studies helps one learn about housing, food, clothing, personal relationships, money, health, and community service
- Literature helps one learn about housing, food, clothing,, personal relationships, money, health, journalism, radio and television, teaching, and extension work
- Math is used in housing, food, clothing, and consumer affairs
- Economics helps one learn about housing, food, clothing, personal relationships, and money management
- Chemistry is used in food, housing, and household equipment
- Biology helps one learn about food and nutrition
- Art is used in clothing and interior decorating
- Physics is used in housing and household equipment

- Writing helps in journalism, radio and television, teaching, and extension work
- Speech helps in journalism, radio and television, teaching, and extension work
- Foreign languages are beneficial in all areas of home economics related occupations

OBJECTIVE 4 Discussion should include five of the following

- Rising cost of living
- Rising number of single-parent and female heads of households
- Need for workers to provide services once performed by the homemaker
- Home-based businesses
- Entrepreneurships
- Changes in the economy
- Pressure to conserve energy and practice resource management
- Demand for improvement in the quality of products and services
- Increase in the number of elderly citizens
- Future trends such as flextime, job sharing, electronic cottages

OBJECTIVE 5 1, 2, 4, 5, 6, 7, 8, 9, 10

OBJECTIVE 6 Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

SUCCESSFUL EMPLOYMENT PRACTICES

B II

INTRODUCTION

As a future participant in the world of work, it is very important that you know how to locate and keep a job. Future workers need to be aware of personal characteristics and skills that are desired by prospective employers.

UNIT OBJECTIVE

After completing this unit, the student should be able to locate a job and relate personal characteristics to job success. The student will demonstrate these competencies by completing assignment sheets, job sheet, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with successful employment to their correct definitions.
2. List characteristics of a good worker.
3. Name sources for finding a job.
4. Name basic abilities needed for a job.
5. Arrange in order steps to finding a job.
6. Select from a list qualities of a good résumé.
7. List characteristics of good letters of application and follow-up.
8. Select from a list guidelines to follow when completing an application form.
9. Select from a list items to take to an interview.
10. List areas of proper conduct during an interview.
11. Select from a list information to ask of the interviewer.
12. Complete a sample employment test. (Assignment Sheet 1)
13. Prepare a résumé. (Assignment Sheet 2)
14. Write a letter of application. (Assignment Sheet 3)

15. Complete an application form. (Assignment Sheet 4)

16. Write a follow-up letter. (Assignment Sheet 5)

17. Demonstrate the ability to prepare a letter for mailing. (Job Sheet 1)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Invite as a guest speaker a business owner, personnel director, superintendent, principal, or career counselor.

- Invite representative from an employment agency to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Ask resource person to speak on characteristics of a good worker.

- Play "Production Game" to reinforce objective. Materials needed include scissors-1 pair per group, tape-1 roll per group, construction paper-equal number of pieces per group. Divide class into teams of about five persons per group. Have each team decide on a "company name" and elect a "supervisor." Tell each "company" that they are to make a paper chain. Have each "company" set "goals" for the number of links they can produce during a three-minute period. The "supervisor" is the spokesperson for the group. The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed links. Also, the instructor should remind the companies that the deliveries do not count until they are delivered to the instructor.

  After several three-minute periods, the companies should be setting and achieving realistic goals. Have the "supervisor" draw slips which have problems written on them. Examples include 1) Employees strike (do not allow anyone to work the first two minutes), 2) Two employees do not show up for work (two players are taken off the team), 3) Two employees are late for work (two players sit out the first minute), 4) Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes), 5) Shortage of raw materials (reduce the amount of construction paper available), and 6) Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for the first minute).

Play "Ecology" after "Production Game" in order to clean up scraps of paper on the floor and put away supplies. Then discuss the feelings and concepts experienced during the simulation. Examples of questions to ask include 1) How do various roles develop in each group such as "idea" people and "hands-on" people? 2) How did the simulation involve styles of leadership, specialization of labor, stockpiling, unionization? 3) What effect did working under pressure to meet deadlines have? 4) What are ways to enhance training, such as examples, demonstration, practice, clear communication?

- Have students role-play examples (good and poor) of personality traits associated with job success.

Objectives 3 through 5

- Develop a bulletin board entitled "Steps in Finding a Job." Use classified ad section of newspaper for background. Post samples of résumé, letter of application, application form, etc. List actual steps from objective 5 on a piece of paper also posted on the bulletin board.
- Have students collect newspaper ad sections to review and use in assignment sheets.
- Invite representative from employment agency to explain how employment agencies can benefit students in locating employment, the skills evaluated on an employment test, and the steps to finding a job.

Objectives 6 through 8

- Invite resource person to discuss "What I look for on application letters, résumés, employment application forms, and follow-up letters."
- Obtain actual letters, résumés, and application forms to show students.
- Have students complete a "real" application form in addition to the sample employment application included in unit.

Objectives 9 through 11

- Invite resource person to speak on proper interview conduct.
- Invite resource person to conduct mock interviews with students. Videotape interviews for students to critique. Have resource person evaluate each student's preparation and conduct. Then follow interviews with a class discussion with resource person.
- Have students come to class dressed appropriately for a job interview and explain how their dress would be appropriate for certain kinds of jobs.
- Show any of the audiovisual materials listed in the suggested resources.

APPLICATION

Objectives 12 through 17

- Use Assignment Sheet 1 to give students practice in taking an employment test.
- Use Assignment Sheet 2 to give students an opportunity to prepare a résumé.
- Use Assignment Sheet 3 to give students practice in writing a letter of application.
- Use Assignment Sheet 4 to give students practice in filling out an application form.
- Use Assignment Sheet 5 to give students practice in writing a follow-up letter.
- Use Job Sheet 1 to give students practice in preparing a letter for mailing.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Applying for a Job*
- *Get That Job: Line Up Your Interview*
- *Your Personal Appearance*
- *Interview: Ready or Not?*
- *Job Interview: I Guess I Got the Job*
- *More Than a Gut Feeling*
- *Your Job: Applying for It*
- *Your Job: Finding the Right One*
- *Your Job: Fitting In*
- *Your Job: Getting Ahead*
- *Your Job: Good Work Habits*
- *Your Job: You and Your Boss*
- *How Do I Find a Job?*
- *Learning By Experience*
- *Opening Doors*
- *The Application*

- *The Interview*

NOTE: These films and videotapes are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order films from the following addresses:

- *Applying for a Job* from Encyclopedia Britannica Education Company, 425 N. Michigan Ave., Chicago, Illinois 60611.
- *Get That Job: Line Up Your Interview* and the entire "Your Job" series is available from Coronet Films, 65 E. South Water St., Chicago, Illinois 60601.
- *Your Personal Appearance* from National Educational Media, 21601 Devonshire St., Chatsworth, California 91311.
- *Interview: Ready or Not* from Churchill Films, 622 N. Robertson Blvd., Los Angeles, California 90069.
- *Job Interview: I Guess I Got the Job* from McGraw-Hill Films, 110 Fifteenth St., DelMar, California 92014.
- *More Than a Gut Feeling* from American Media, Inc., 1454 30th St., W., Des Moines, Iowa 50324.
- *How Do I Find a Job*, *Learning By Experience*, and *Opening Doors* videotapes are available from Agency for Instructional Technology, 1111 W. 17th Street, Bloomington, Indiana 47402.

UNIT REFERENCES

- Kelly, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Company, 1988.
- Sawatsky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- Thompson, Faiola-Priest. *Lifeplans*. Cincinnati, Ohio: Southwestern Publishing Company, 1987.

PRETEST ANSWERS

SUCCESSFUL EMPLOYMENT PRACTICES

B II

OBJECTIVE 1

1. k
2. l
3. f
4. e
5. c
6. a
7. i
8. h
9. d

OBJECTIVE 2

Answers should include any eight of the following

- Good attitude
- Pleasant personality
- Able to get along well with others
- Punctual
- Cooperative
- Adaptable
- Courteous
- Dependable
- Enthusiastic
- Honest
- Loyal
- Patient
- Tactful
- Self-motivated
- Self-controlled
- Practices good health and grooming habits

OBJECTIVE 3

Answers should include any three of the following

- School counselor's office
- Home economics teacher
- School employment service
- People, including friends and relatives
- Newspapers (classified ads)
- Employment agencies
- Yellow pages of telephone book
- Volunteering

OBJECTIVE 4

Answers should include any seven of the following

- Speak properly
- Spell correctly
- Perform basic math skills
- Comprehend what is read
- Write legibly
- Listen well
- Follow directions
- File
- Type on keyboard
- Use a telephone
- Use a calculator
- Use a hammer
- Use a screwdriver
- Use a ruler
- Use a wrench

OBJECTIVE 5 8, 4, 6, 2, 1, 5, 7, 3

OBJECTIVE 6 2, 4, 5

OBJECTIVE 7 Answers should include any five of the following

- Typed, if possible, or printed in black ink
- On one side of 8 1/2" x 11" white typing paper
- Free of smudges and spelling errors
- Dated correctly
- Grammatically correct
- Punctuated correctly
- Addressed to a specific person, if possible
- Brief
- States summary of qualifications
- States interest in the job
- States reason for interest
- Original in approach
- Ends with "Sincerely Yours"
- Permanent address used for return address
- Mailed in legal-sized envelope
- Folded and inserted in envelope correctly

- Letter of application
    - Requests an interview at employer's convenience
    - Covers all points in the same order as ad
    - Refers to enclosed résumé
    - Mentions permission from references
- Follow-up letter
    - Sent within a day or two after interview to express thanks for interviewer's time

OBJECTIVE 8	1, 3, 7
OBJECTIVE 9	1, 5
OBJECTIVE 10	Answers should include any five of the following • Interact positively • Have nice appearance • Use proper manners and speech • Go alone • Arrive early • Take necessary items • Stay alert • Wait to be seated • Sit up straight • Be at ease • Do not lean on table or desk • Do not place personal items on table or desk • Answer questions briefly and honestly • Avoid telling personal stories
OBJECTIVE 11	1, 2, 3, 5
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.
OBJECTIVE 13	Refer to answers to Assignment Sheet 2.
OBJECTIVE 14	Refer to answers to Assignment Sheet 3.
OBJECTIVE 15	Refer to answers to Assignment Sheet 4.
OBJECTIVE 16	Refer to answers to Assignment Sheet 5.
OBJECTIVE 17	Refer to practical test for Job Sheet 1.

PRETEST

SUCCESSFUL EMPLOYMENT PRACTICES

B II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with successful employment to their correct definitions. Write the correct letter in the blanks.

___ 1. A person to whom inquiries of character or ability of an applicant can be made by an employer

___ 2. A summary of an applicant's educational background, work history, and personal information

___ 3. Brief letter sent to the employer offering thanks for the interview

___ 4. Examination required by some employers to evaluate basic job skills of potential employees

___ 5. Extras given in addition to salary; may include such things as insurance, annual leave, sick leave, or paid holidays

___ 6. Form used in making a request for a job

___ 7. Letter to prospective employer stating interest in the job and requesting an interview

___ 8. Meeting between an employer and a potential employee

___ 9. Section of the newspaper that includes employment and help-wanted sections

a. Application

b. Attitude

c. Benefits

d. Classified ads

e. Employment test

f. Follow-up letter

g. Initiative

h. Interview

i. Letter of application

j. Personality

k. Reference

l. Résumé

m. Tact

OBJECTIVE 2 List eight characteristics of a good worker.

OBJECTIVE 3 Name three sources for finding a job.

OBJECTIVE 4 Name seven basic abilities needed for a job.

OBJECTIVE 5

Arrange in order steps to finding a job. Write the correct numbers in the blanks.

___ Accept the job

___ Fill out an application form

___ Go to interview

___ Prepare a résumé

___ Search all resources

___ Take an employment test

___ Write a follow-up letter

___ Write a letter of application

OBJECTIVE 6

Select from the list below the qualities of a good résumé. Write an "X" in the blank before each correct answer.

___ 1. As long as needed

___ 2. Free of errors

___ 3. Handwritten

___ 4. In outline form

___ 5. Logically organized

OBJECTIVE 7

List five characteristics of good letters of application and follow-up.

OBJECTIVE 8

Select from the list below guidelines to follow when completing an application form. Write an "X" in the blank before each correct answer.

____1. Check the fine print

____2. Leave spaces blank that do not apply

____3. List any geographical restrictions

____4. Use a blue ink pen

____5. Use abbreviations

____6. Write a salary desired

____7. Write first name last

OBJECTIVE 9

Select from the list below items to take to an interview. Write an "X" in the blank before each correct answer.

____1. Completed or master application form

____2. Credit card

____3. Friend or relative

____4. Single copy of your résumé

____5. Social security card

OBJECTIVE 10

List five areas of proper conduct during an interview.

____

____

____

____

____

OBJECTIVE 11 **Select from the list below information to ask the interviewer.** Write an "X" in the blank before each correct answer.

___ 1. Benefits

___ 2. Hours of employment

___ 3. Pros and cons of the job

___ 4. Salary of other employees

___ 5. Training required

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 12	**Complete a sample employment test.**	SCORE ____
OBJECTIVE 13	**Prepare a résumé.**	SCORE ____
OBJECTIVE 14	**Write a letter of application.**	SCORE ____
OBJECTIVE 15	**Complete an application form.**	SCORE ____
OBJECTIVE 16	**Write a follow-up letter.**	SCORE ____
OBJECTIVE 17	**Demonstrate the ability to prepare a letter for mailing.**	RATING ___

INFORMATION SHEET

SUCCESSFUL EMPLOYMENT PRACTICES

B II

OBJECTIVE 1

Match terms associated with successful employment to their correct definitions.

- **Application**—Form used in making a request for a job
- **Benefits**—Extras given in addition to salary; may include such things as insurance, annual leave, sick leave, or paid holidays
- **Classified ads**—Section of the newspaper that includes employment and help-wanted sections
- **Employment test**—Examination required by some employers to evaluate basic job skills of potential employees
- **Follow-up letter**—Brief letter sent to the employer offering thanks for the interview
- **Interview**—Meeting between an employer and a potential employee
- **Letter of application**—Letter to prospective employer stating interest in the job and requesting an interview
- **Reference**—A person to whom inquiries of character or ability of an applicant can be made by an employer
- **Résumé** (rez'oo-may)—A summary of an applicant's educational background, work history, and personal information

OBJECTIVE 2

List characteristics of a good worker.

Today's job market is very competitive. It is not unusual for hundreds of people to apply for a job where only one person will be hired. Knowing the characteristics that most potential employers are seeking may help you get the job that you want. Activity Sheet 1 lists many of the personal habits associated with job success. Good characteristics need to be displayed at the interview and on the job.

- Good attitude

  Perhaps the most important characteristic of a good worker is a good attitude. The way you act and feel about people, things, and ideas will determine your getting, keeping, and succeeding at a job.

- Pleasant personality

  Your personality is your outward expression of your true self. You can fake a personality for a period of time, but your true self eventually becomes obvious.

- Able to get along well with others

  A good attitude and a pleasant personality help you get along well with others. Take the human relationships test in Activity Sheet 2 to get an idea of how well you get along with others.

- Punctual
- Cooperative
- Adaptable
- Courteous
- Dependable
- Enthusiastic
- Honest
- Loyal
- Patient
- Tactful
- Self-motivated
- Self-controlled
- Good health and grooming habits

  Good personal health results from proper eating habits, exercise, rest, and regular medical and dental checkups. Good grooming habits affect an employee's actions and attitudes. The checklist on Activity Sheet 3 will help you evaluate your personal grooming habits.

OBJECTIVE 3 **Name sources for finding a job.**

The first step to getting a job is to find out who is hiring. There are several sources to investigate.

- Your school counselor's office or your home economics teacher may be a good place to start.
- Your school may also provide an employment service for students.
- People, including friends and relatives, should be told that you are job hunting. The more people that are aware of your interest in obtaining a job, the better chance you have in locating employment.
- Newspapers are another good place to look. Use the help-wanted classified ads.
- Employment agencies may charge a fee, but can be a valuable resource for finding a job.
- The Yellow Pages of the telephone book offer a complete list of potential employers in a particular occupational area and will give you some guidelines as to where you might apply directly for a job. When you go to a place of employment, ask for the personnel or employment office.
- Participation in volunteering is a very creative source for employment. Many young people are involved in community service to help make a difference in the lives of others while they explore careers. Many times volunteering develops into a paying job or provides work experience to help you get a job at another location.

OBJECTIVE 4 **Name basic abilities needed for a job.** (Assignment Sheet 1)

Even the good "first" jobs for young people require some basic "common sense" skills. The things you must be able to do to survive in the world of work include the following:

- Speak properly
- Spell correctly
- Perform basic math skills
- Comprehend what is read
- Write legibly

- Listen well
- Follow directions
- File
- Type on a keyboard
- Use a telephone
- Use a calculator
- Use a hammer
- Use a screwdriver
- Use a ruler
- Use a wrench

OBJECTIVE 5 **Arrange in order steps to finding a job.**

Finding a job does not just happen. There are some steps that, if followed, can help you find and get a job.

1. Search all resources to find potential employers.
2. Prepare a résumé that includes personal information, educational background, and work experience.
3. Write a letter of application to ask for an interview. This is known as a "cover letter" when you include a résumé.
4. Fill out an application form. The place of business will have a standard form for you to complete. You may even want to create a master application form to take with you when you apply for a job.
5. Take an employment test, if required. Some businesses will give the test on-site. Others may send you to an employment agency for testing.
6. Go to the interview. Conduct yourself in your very best behavior. You only have one chance to make a good "first" impression.
7. Write a follow-up letter to thank the place of business for the interview.
8. Accept the job if it is offered to you and if it is the job you really want.

OBJECTIVE 6

Select from a list qualities of a good résumé. (Assignment Sheet 2)

A résumé helps sell yourself to a potential employer. It can also help you fill out the employment application as most of the information needed to complete an application form will be included on the résumé.

- A good résumé is logically organized, neatly typed on 8 1/2" x 11" white typing paper, error free, in outline form, limited to one page, brief, concise, and up-to-date.
- It should contain honest information about your qualifications and experience.
- It should list personal information including name, address, and phone number; educational information including names and addresses of schools attended, dates attended, subjects studied, awards, and activities; work experiences including names and addresses of past employers, length of time worked, and brief descriptions of duties and responsibilities; special skills and interests you may have; and personal references, being sure to obtain permission before using someone as a reference. Make several copies of your résumé so you will have one available for each job application.

OBJECTIVE 7

List characteristics of good letters of application and follow-up. (Assignment Sheets 3 and 5, Job Sheet 1)

The form and appearance of letters of application and follow-up are very important.

- Typed if possible, or printed in black ink
- On one side of 8 1/2" x 11" white typing paper
- Dated correctly
- Free of smudges and spelling errors
- Grammatically correct
- Punctuated correctly
- Addressed to a specific person, if possible
- Brief
- States summary of qualifications

- States interest in the job
- States reason for interest
- Original in approach
- Ends with "Sincerely Yours"
- Permanent address used for return address
- Mailed in legal-sized envelope
- Folded and inserted in envelope correctly
- Letter of application
    - Requests an interview at employer's convenience
    - Covers all points in the same order as ad

  NOTE: Some prospective employers make it a point of testing the applicant's ability to follow directions.

    - Refers to enclosed résumé
    - Mentions permission from references
- Follow-up letter
    - Sent within a day or two after interview to express thanks for interviewer's time

OBJECTIVE 8

Select from a list guidelines to follow when completing an application form. (Assignment Sheet 4)

Most businesses have their own application form. Your résumé will contain information that will help you complete the form.

- Read it carefully and check the fine print before filling it out.
- Print neatly with a black ink pen.
- Write your last name first.
- Know your social security number and driver's license number.
- Contact your references first to get their consent.
- Write "N/A" if the information is not applicable to your situation.

- Pick up the application form before the interview, if at all possible, so you can fill it out ahead of time.
- Do not use abbreviations if at all possible.
- Be sure to sign the application and include ALL the information you can.
- Write clearly, neatly, and legibly, answer briefly, and be honest.
- Do not list any restrictions to the geographical area in which you would work unless you would absolutely not consider another area.
- Use the word "open" for questions about minimum salary since most employers pay standardized rates and will not negotiate on this.

OBJECTIVE 9

Select from a list items to take to an interview.

In addition to being well-groomed, appropriately dressed, and on your very best behavior, there are some actual items you will need to take with you when you apply for a job or go to an interview.

- Take extra copies of your résumé and the completed application form if you were able to pick it up ahead of time. If not, take your master application form to help you fill out the form accurately.
- Make sure you have your social security card, driver's license, school work permit, and pen, pencil, and eraser.

OBJECTIVE 10

List areas of proper conduct during an interview.

Getting an interview is only one step towards getting a job. The first impression that you give during the interview will influence whether or not you get the job.

- Interact positively.
- Have a nice appearance.
- Use proper manners and speech.
- Go alone to the interview.
- Arrive five to ten minutes early.

- Take the necessary items.
- Stay alert during the actual interview.
- Wait to be seated.
- Sit up straight.
- Be as much at ease as possible.
- Do not lean on the desk or table.
- Do not place personal items on the desk.
- Answer questions briefly and honestly.
- Avoid telling personal stories.

OBJECTIVE 11

Select from a list questions to ask the interviewer.

The interview serves as a time for the prospective employer to get to know you AND for you to get to know more about the job. A good interviewer will offer most of the information you will want to know, but if not, it is appropriate for you to ask for the information. You may even want to have the questions listed on a piece of paper to take to the interview.

- You will want and need to know the training required, hours of employment, benefits, pros and cons of the job, income or wages to be expected, and the possible opportunities for job advancement.
- It is acceptable to ask when you can expect to hear from them concerning possible acceptance or rejection.

PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS

Good habits are necessary in order to establish good human relations and a good relationship with co-workers, employer, and customers. If you have not yet been employed, base your evaluation on "work situations" in the classroom.

CO-WORKERS (OR CLASSMATES)

Do you do your own work and not leave it for someone else to do?	Yes	No
Do you clean up after yourself?	Yes	No
Are you willing to learn from others about how to do a better job?	Yes	No
Do you contribute to morale and team spirit?	Yes	No
Do you learn names of people with whom you work as soon as possible?	Yes	No
Do you take a sincere interest in co-workers, their families, and their interests?	Yes	No
Are you a good listener?	Yes	No
Do you admit mistakes without making excuses?	Yes	No
Do you accept blame for things that are your fault?	Yes	No
Do you avoid gossip?	Yes	No
Do you support co-workers?	Yes	No

EMPLOYER (OR TEACHER)

Are you cheerful?	Yes	No
Do you feel your job is a privilege, not a right?	Yes	No
Do you try always to do the best you can?	Yes	No
Do you know your job?	Yes	No
Are you on the job unless excused?	Yes	No
Are you on time and ready to work?	Yes	No
Do you try to avoid waste of all kinds (material, time, equipment)?	Yes	No
Do you look for a better way to do the job?	Yes	No
Do you tell the truth and are you sincere?	Yes	No
Do you ask questions when you need help?	Yes	No
Do you try to see employer's side when there is a problem?	Yes	No

CUSTOMERS (OR ANYONE WITH WHOM YOU WORK)

Do you know what is expected of you and do you do your job well?	Yes	No
Do you give business-like treatment to customers?	Yes	No
Do you keep promises made to customers?	Yes	No
Are you polite to customers?	Yes	No
Do you recognize customers as buyers of your service and give them their money's worth?	Yes	No
Are you sincere?	Yes	No
Do you smile?	Yes	No
Are you friendly, interested, and sympathetic?	Yes	No

Do you gain the customer's confidence and listen?	Yes	No
Do you avoid rushing the customer?	Yes	No
Do you avoid arguing with an angry customer?	Yes	No
Do you avoid comments that might upset a customer?	Yes	No
Do you refer matters you cannot handle to supervisor?	Yes	No
Do you treat each customer as an individual?	Yes	No
Do you take pride in winning a customer's friendship?	Yes	No

- What do you feel are your strengths in personal habits associated with job success?

  ____

  ____

  ____

  ____

- What do you feel are your weaknesses in personal habits associated with job success?

  ____

  ____

  ____

- What can you do to improve?

  ____

  ____

  ____

  ____

HOW DO YOU GET ALONG WITH OTHERS?

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing.

___ 1. You meet a person whose interests are different from yours. You would:

a. Find a topic of conversation of common interest.

b. Avoid the person.

c. Put the individual in his or her place.

___ 2. You are offered a task for which you are not fitted. You would:

c. Bluff through it.

b. Refuse to try.

a. Admit your inadequacy and offer to learn on the job.

___ 3. When dealing with people, such as sales clerks or waitresses, you:

a. Usually smile and say something pleasant.

b. Are nice if they are pleasant to you.

c. Treat them impersonally.

___ 4. You have been overcharged in a store. You would:

b. Pay the bill without saying anything.

c. Tell the clerk that you have been cheated.

a. Ask the clerk to recheck the bill.

____5. When you meet a person who is badly disabled you:

c. Try to avoid him or her.

b. Go out of your way to be especially nice.

a. Treat the person as you would anyone else.

____6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:

c. "It looks terrible."

a. "I think you'll be happy with it."

b. "How's the weather today?"

____7. You honestly feel that you:

a. Are interested in most people.

c. Are bored by most people.

b. Are only really comfortable with your own group.

____8. In a store you are in no hurry, but the person behind you is rushed. You:

b. Make your selection because it is your turn.

a. Suggest to the person to go ahead of you.

c. Take an extra long time just to calm him or her down.

____9. When you meet people of different races or religions, you:

b. Have a secret feeling of fear.

a. Consider them as human beings much like yourself.

c. Are convinced your way of life is superior.

____10. After a picnic you find there is no trash basket. You would:

a. Take the papers, bottles, and food home with you.

c. Leave it on the ground.

b. Try to hide the trash on the property.

Scoring Give yourself 5 points for every "a" answer, 3 points for every "b" answer, no points for "c" answers. Add up your score.

Analysis 35 to 50 points: You are very good in your relationships with others all of the time because you respect others and treat them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 30 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 15 points: You are having trouble—either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life. They take practice. Select someone you know who is truly gracious. Analyze his or her actions, then adapt those traits to your own personality.

PERSONAL GROOMING HABITS

Good grooming is essential in successful human relations. Poor personal appearance is identified as the number one reason why people are not hired during an interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

	Always	Most of the time	Occasionally	Seldom or Never
BODY CLEANLINESS AND CARE				
Do you bathe at least once daily?	____	____	____	____
Do you bathe soon after participating in strenuous activity?	____	____	____	____
Do you use an effective deodorant daily?	____	____	____	____
Do you keep your undergarments fresh and clean?	____	____	____	____
POSTURE				
Do you sit properly without slouching?	____	____	____	____
Do you stand properly with chin up and shoulders back?	____	____	____	____
Do you walk with your head held high and at a fast pace?	____	____	____	____
TEETH, MOUTH, AND BREATH				
Do you have a dental checkup at least once a year?	____	____	____	____

	Always	Most of the time	Occasionally	Seldom or Never
Do you brush and floss your teeth at least twice daily?	___	___	___	___
Do you use a preventative as often as necessary to avoid bad breath?	___	___	___	___
Do you avoid harming your teeth by not eating too many sweets?	___	___	___	___
HAIR				
Do you avoid combing or brushing your hair in public?	___	___	___	___
Do you wash your hair at least once a week?	___	___	___	___
Do you brush your hair daily?	___	___	___	___
Do you wear your hair in a style that is becoming to you?	___	___	___	___
Do you keep your brush and comb clean?	___	___	___	___
If you have dandruff, have you tried a medicated shampoo or seen a doctor?	___	___	___	___
FACE (FOR GIRLS ONLY!)				
Do you wash or clean your face before applying fresh makeup?	___	___	___	___
Do you apply your makeup in moderation?	___	___	___	___
Do you avoid applying makeup in public?	___	___	___	___
Does the color of your makeup blend with your skin tone?	___	___	___	___

	Always	Most of the time	Occasionally	Seldom or Never
Do you blend your makeup down onto your neck to avoid the masked look?	____	____	____	____
FACE (FOR BOYS ONLY!)				
Do you wash or clean your face daily?	____	____	____	____
Do you use blemish cover?	____	____	____	____
Do you shave regularly?	____	____	____	____
HANDS				
Do you refrain from biting your fingernails?	____	____	____	____
Are your fingernails clean and trimmed to a moderate length?	____	____	____	____
CLOTHING				
Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?	____	____	____	____
Do your clothes look neat, clean, and pressed?	____	____	____	____
Do you wear clothes appropriate to the occasion?	____	____	____	____
Do you wear shoes that fit properly?	____	____	____	____
Do you keep your shoes brushed or polished and in good condition?	____	____	____	____
Do you keep your outer garments free from dandruff, lint, etc.?	____	____	____	____

	Always	Most of the time	Occasionally	Seldom or Never
GENERAL HEALTH AND APPEARANCE				
Do you make an effort to eat a balanced diet each day?	____	____	____	____
Do you watch your weight carefully and try to keep it at the recommended weight for you?	____	____	____	____
Do you avoid "junk foods"?	____	____	____	____
Do you avoid eating what you know is harmful to your complexion?	____	____	____	____
If you had a serious skin problem, would you consult a dermatologist?	____	____	____	____
Do you get enough sleep each night?	____	____	____	____
Do you have physical checkups regularly?	____	____	____	____
Do you get sufficient physical exercise?	____	____	____	____
Are you absent no more than 1 1/4 days out of thirty on account of illness?	____	____	____	____
Do you choose clothes that are becoming to your body?	____	____	____	____
Do you avoid extremes in styles?	____	____	____	____

- What are your strengths in your personal grooming habits?

____

____

____

____

- What areas of your personal grooming habits need improvement?

____

____

____

____

- How can you improve these?

____

____

____

____

NAME ______________________________ SCORE ______

OBJECTIVE 12

Complete a sample employment test.

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, and psychological items. Objective 4 deals with these basic skills needed for a job and objective 5 states that employment tests are often required. This assignment sheet emphasizes these areas.

INTRODUCTION

In order for you to do well on such a test there are some "hints" included below.

Take a few deep breaths before beginning the test. *Follow directions*, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand, ask before the test begins. Go through the test in order, marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet. Ask to move if the sun is going to be in your eyes of if you are sitting in a draft and let the tester know if you cannot hear directions.

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

DIRECTIONS

Each question on the following page gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal
   b. Propossal
   c. Proposal
   d. Propossol
   e. None of these
2. a. Bookeeping
   b. Bookepping
   c. Bookkeping
   d. Bookkeeping
   e. None of these
3. a. Iteniary
   b. Itinerary
   c. Inenerary
   d. Itenirary
   e. None of these
4. a. Conferance
   b. Conderence
   c. Confference
   d. Conferience
   e. None of these
5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

DIRECTIONS In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.

7. It (will, won't) take but a minute.

8. He is (confidant, confident) that you will enjoy the play.

9. I would (advice, advise) her to stay in London another week.

10. The documentary contained more than (thirty, 30) pages of directions.

DIRECTIONS Punctuate correctly the following sentences.

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store

12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

13. The meeting is now scheduled for December 12 1994

14. Our district manager Mr. Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you can't tell me how to vote in this election

DIRECTIONS Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. .95

    d. 732

    e. .05

17. Subtract: 150.07 - 2.3 = _____

a. 147.77

b. 148.04

c. 149.84

d. 157.77

e. None of these

18. Find: 6% of $379.20 =

a. $22.74

b. $22.75

c. $227.42

d. $227.52

e. None of these

19. What number is missing from the series?

67 59 51 43 ___ 27

a. 38

b. 37

c. 34

d. 35

e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

a. 3

b. 1 1/2

c. 2

d. 4

e. None of these

DIRECTIONS

Write the following amounts in words.

21. $273.75 ______________________________

22. 61 1/3 ______________________________

23. 90 10/16 ______________________________

24. 100% ______________________________

25. $6,372.15 ______________________________

DIRECTIONS

Below are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

Example: A. A. Glensen - A. H. Glensen S [✓ D]

Martin Matthews - Marlin Matthews S [✓ D]

Newton Domestics - Newton Domestics [✓ S] D

26. Gurney Bascombe - Garney Bascombe S D

27. Robert's Florals - Roberta's Florals S D

28. M. N. Wojciechowsi - M. N. Wojciechowski S D

29. Paul J. Seigelman - Paul J. Siegelman S D

30. Williams, Owens, & Scott - Williams, Owens, & Scott S D

31. Liebster & Liebsten - Liebsten & Liebsten S D

32. Groves & Oppenhiemer - Groves & Oppenheimer S D

33. A376-5972147 - A367-59772147 S D

34. AV-372249576 - AV-3724295676 S D

35. P. F. DeSimone - F. P. DeSimone S D

DIRECTIONS

Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36. through 50.

In planning your new office you probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling

DIRECTIONS

In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala
    b. Anita Dubcheick
    c. Martha Carter
    d. Carol Eisler
    e. Carl Schwartz

52. a. Top Quality Motel
    b. The 201 Cleaners
    c. T. A. Tremont
    d. Wilkins Market
    e. The Victory Corp.

53. a. S. James Santos

b. San Francisco Tools, Inc.

c. S. A. Sampler

d. Sands Aircraft Co.

e. San Diego Suppliers

54. a. Elizabeth Barnes

b. Allen E. Bates

c. Anna Benson

d. AA Products

e. Andrew Jamisen

55. a. P. C. Payton

b. The Kline Corp.

c. T. G. Products, Inc.

d. Lawson's Hotel

e. Alice Payne

ASSIGNMENT SHEET 2	SUCCESSFUL EMPLOYMENT PRACTICES	B II

NAME ______________________________ SCORE ______

OBJECTIVE 13 **Prepare a résumé.**

INTRODUCTION Objectives 5 and 6 deal with the importance of a good résumé to help sell your self to a potential employer. The activity on this assignment sheet allows you to prepare a résumé you can use when applying for a job.

DIRECTIONS Write a résumé to be included with your letter of application on a separate sheet of paper. Use the example on the following page as a guide. Make sure your résumé meets the following standards: logically organized, neatly typed, error free, in outline form, limited to one page, and honest about qualifications and experiences. Submit the résumé to your instructor along with this form for evaluation.

PERSONAL DATA SHEET

NAME	Rudy Lambert
ADDRESS	2206 W. 24th Somewhere, Oklahoma 74074
TELEPHONE	555-6624
SCHOOL	Ninth grade at Somewhere Junior High School
SCHOOL ADDRESS	1600 Skyline Somewhere, Oklahoma 74075
SUBJECTS STUDIED	• Home Economics—2 semesters • General Science—2 semesters • Oklahoma History/Civics —1 semester each • Algebra—2 semesters • Physical Education —2 semesters • English—2 semesters
STUDENT ACTIVITIES	• Secretary, Ninth grade class • Member of Future Homemakers of America • Member of FHA Banquet/Entertainment Committee • Chairperson, Baptist Youth Commission • Member of varsity basketball • Manager of baseball team
WORK EXPERIENCE	•Employed as dining room attendant at McPherson's Cafeteria, 901 S. Main, Somewhere; September 1988 to present. •Sacker at Consumer's IGA, 1101 N. Boomer, Somewhere; Summer 1988 •Babysitting for individuals, 1986 - 1988.
SPECIAL SKILLS	Individual and group child care experiences in constructing crafts for children.
REFERENCES	Ms. Joan White Home Economics Instructor Somewhere High School 1200 N. Main Somewhere, Oklahoma 74074 Ms. Joan Smith, Owner Kiddie School 1400 McElroy Somewhere, Oklahoma 74074
DATE COMPILED	September, 1989

ASSIGNMENT SHEET 3	**SUCCESSFUL EMPLOYMENT PRACTICES** **B II**

NAME ______________________________ SCORE ______

OBJECTIVE 14	**Write a letter of application.**
INTRODUCTION	Objectives 5 and 7 deal with the importance of a correctly written letter of application. The activity on this assignment sheet allows you to practice writing a letter of application.
DIRECTIONS	Cut a help-wanted ad for a job in a home economics related occupation from the classified ad section of the local paper. Write a letter of application for the job on a separate piece of paper, using the following sample letter as a guide. Submit the ad, this form, and your letter to your instructor for evaluation.

SAMPLE LETTER OF APPLICATION

2206 W. 24th
Somewhere, Oklahoma 74074
September 5, 1989

Mr. Jack Doe, Manager
407 Jefferson
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Mr. Doe:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In May, I completed the ninth grade in Somewhere Junior High School where I completed one year of vocational home economics. A record of my courses and previous work experience is included on the attached résumé.

While enrolled in the home economics program, I received work experience with Ms. Joan Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and would like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 555-6624.

Sincerely yours,

Rudy Lambert

Rudy Lambert
Enclosure

NAME ______________________________ SCORE ______

OBJECTIVE 15 **Complete an application form.**

INTRODUCTION

Objectives 5 and 8 deal with the importance and characteristics of a properly completed application form. The activity on this assignment sheet allows you to practice filling out an application form. You may want to use this sample as a "master" application form to take with you when you apply for a job.

DIRECTIONS

Complete the application form on the following pages, using the information learned in Objective 8. Submit the completed application and this form to your instructor for evaluation.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION DATE

NAME SOCIAL SECURITY NUMBER

LAST FIRST MIDDLE

PRESENT ADDRESS

STREET CITY STATE ZIP

PHONE NO. ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER ANY OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS CHECKED A BOX PRECEDING A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height________feet______inches ☐ Citizen of U.S. Yes______ No.______

☐ Weight________lbs. ☐ Date of birth* ________

☐ What foreign languages do you speak fluently?________ Read ________ Write________

☐ ________________

*The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination on the basis of age with respect to individuals who are 40 years of age or older.

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

APPLIED TO THIS COMPANY BEFORE? WHERE? WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination on the basis of age with respect to individuals who are 40 years of age or older.

U.S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS
(LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	POSITION	REASON FOR LEAVING
FROM			
TO			
FROM			
TO			
FROM			
TO			
FROM			
TO			

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU AND WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:
DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? Yes No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY, NOTIFY

NAME ADDRESS PHONE NO.

"I certify that the facts contained in this application are true and complete to the best of my knowledge and understand that, if employed, falsifed statements on this application shall be grounds for dismissal.

I authorize investigation of all statements contained herein and the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you.

I understand and agree that, if hired, my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any prior notice."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: Yes No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This company is an equal opportunity employer. No application will be discriminated against because of race, color, creed, sex, age, national origin, or veteran status.

NAME ______________________________ SCORE ________

OBJECTIVE 16 **Write a follow-up letter.**

INTRODUCTION Objectives 5 and 6 deal with the importance of properly written follow-up letters. The activity on this assignment sheet allows you to practice writing a follow-up letter.

DIRECTIONS Write a follow-up letter, on a separate piece of paper, thanking the employer to whom you wrote to on Assignment Sheet 3 for the interview. Use the sample follow-up as a guideline for your letter. Submit your letter and this form to your instructor for evaluation.

SAMPLE FOLLOW-UP LETTER

2206 W. 24th
Somewhere, Oklahoma 74074
September 11, 1989

Mr. Jack Doe, Manager
Happy Time Day Care Center
407 Jefferson
Someplace, Oklahoma 74073

Dear Mr. Doe:

Thank you for interviewing me for the child care position in your day care center. I believe that working for Happy Time Day Care Center would be enjoyable and that I could provide the care for the children the position requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 18. You may call me at my home after 3:30. The number is 555-6624.

Sincerely yours,

Rudy Lambert

Rudy Lambert
Enclosure

ASSIGNMENT SHEET 1

1. c
2. d
3. b
4. e
5. b
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book *Charm and Poise for Getting Ahead* is now available at Martin's Book Store.
12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1994.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election!"
16. e
17. a
18. b
19. d
20. c

21. Two hundred seventy-three dollars and seventy-five cents

22. Sixty-one and one-third

23. Ninety and ten-sixteenths

24. One hundred percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. D

30. S

31. D

32. D

33. D

34. D

35. D

36. through 50.

In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail—the use of decorative tiles as attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect (decide) to build a (dreem) office, the idea that (tilting) can be used to (compliment) the floor plans appears out of the question. Unless you are well acquainted with the newest (patters) in decorative tiles, however, you have no idea of the unusual (affect) that some of these patterns may have in office styling.

51. c

52. a

53. c

54. d

55. b

ASSIGNMENT SHEET 2

Use the following criteria for résumé evaluation

- Logically organized
- Neatly typed
- Error free
- In outline form
- On one page
- Brief
- Concise
- Up-to-date
- Contains honest information about qualifications and experience
- Lists name, address, phone number
- Includes names and addresses of schools attended, dates attended, subjects studied, awards,and activities
- Includes names and addresses of past employers, length of time worked, brief description of duties and responsibilities
- Lists special skills and interests
- Includes personal references
- On 8 1/2" x 11" white typing paper
- Dated correctly

ASSIGNMENT SHEET 3

Use the following criteria for letter of application evaluation

- Typed, if possible, or written neatly with black ink
- On one side of 8 1/2" x 11" white typing paper
- Dated correctly
- Free of smudges and spelling errors
- Grammatically correct
- Punctuated correctly
- Addressed to a specific person, if possible
- Brief
- Requests an interview
- Refers to enclosed résumé
- Mentions permission from references
- States summary of qualifications
- States interest in the job
- States reason for interest
- Original in approach
- Ends with "Sincerely yours"
- Permanent address used for return address
- Covers all points in the same order as advertisement

ASSIGNMENT SHEET 4

Use the following criteria for application form evaluation

- Filled out (printed) in own handwriting
- Printed neatly with a black ink pen
- Last name written first
- Social security number listed
- Driver's license number listed, if available
- Permission from references is included

- "N/A" written in spaces when information is not applicable
- No abbreviations used, if possible
- Signed
- All possible information filled out
- Writing is clear, neat, legible
- Answers are brief and honest
- "Open" is written in "salary requested" space
- Does not list any restrictions unless absolutely no others will be considered

ASSIGNMENT SHEET 5

Use the following criteria for follow-up letter evaluation

- Typed, if possible, or handwritten or printed neatly using black ink, on one side of 8 1/2" x 11" white paper
- Uses current date
- Free of smudges and spelling errors
- Grammatically correct
- Punctuated correctly
- Addressed to a specific person, if possible
- Brief
- Sent within one or two days of interview
- Expresses appreciation for the interviewer's time and interest
- Includes summary of qualifications
- Includes interest in the position
- States reason for interest in job
- Ends with "Sincerely yours"
- Uses permanent address for the return address

OBJECTIVE 17

Prepare a letter for mailing.

INTRODUCTION

A letter of application or an interview follow-up letter not only should be written correctly, it must also be prepared for mailing correctly if it is to make a good impression on the potential employer.

EQUIPMENT AND SUPPLIES

- Legal-sized envelope
- Typewriter or black ink pen
- Follow-up letter (written for Assignment Sheet 5)

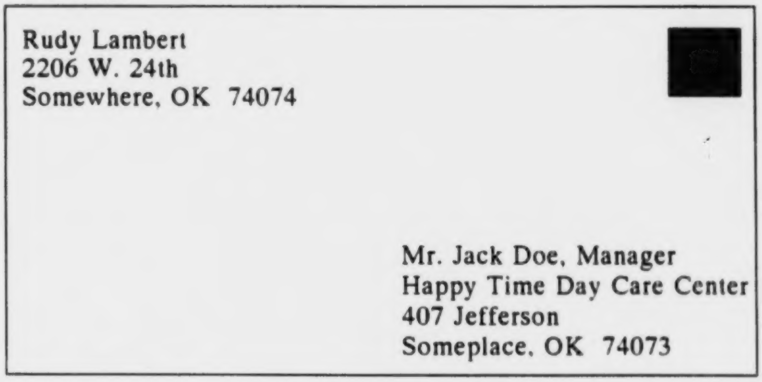
PROCEDURE

Address a legal-sized envelope

1. Insert envelope into typewriter with top and front positioned correctly for typing or prepare envelope and pen for writing.
2. Type or write your name and address in the top left-hand corner allowing approximately 1/4-inch top and left margins. (Figure 1)
3. Type or write the name and address of the person to whom the letter is being written. The first line of wording should start approximately 2 1/2 inches down from the top of the envelope and 5 inches from the left-hand side of the envelope (Figure 1). Be certain you have no spelling or punctuation errors.

   NOTE: Be sure the addresses are exactly the same as the inside addresses of the letter.

FIGURE 1



Rudy Lambert
2206 W. 24th
Somewhere, OK 74074

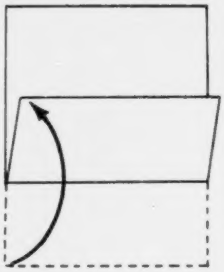
Mr. Jack Doe, Manager
Happy Time Day Care Center
407 Jefferson
Someplace, OK 74073

4. Remove the envelope from the typewriter and/or set it aside.

Fold Letter

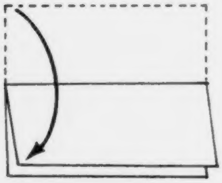
5. Fold slightly less than one-third of the letter toward the top front. (Figure 2)

FIGURE 2



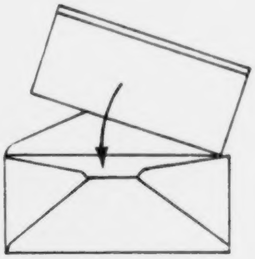
6. Fold down the top of the letter to within 1/2" of the bottom fold. (Figure 3)

FIGURE 3



7. Insert the letter into the envelope with the last crease toward the bottom of the envelope and loose end toward the back of envelope. (Figure 4)

FIGURE 4



8. Put away equipment and supplies.

9. Have instructor evaluate your work.

PRACTICAL TEST 1

SUCCESSFUL EMPLOYMENT PRACTICES

B II

JOB SHEET 1

Prepare a letter for mailing.

Student's name ________________________ Date __________

Evaluator's name ________________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Placed return name and address approximately 1/4 inch from top and left of envelope front.	_____	_____
2. Placed addressee's name and address approximately 2 1/2 inches down from the top of the envelope and 5 inches from the left-hand side of the envelope front.	_____	_____
3. Typed or wrote with no spelling or punctuation errors.	_____	_____
4. Folded slightly less than one-third of the letter toward the top front.	_____	_____
5. Folded down the top of the letter to within 1/2 inch of the bottom fold.	_____	_____
6. Inserted letter with the last crease toward the bottom of the envelope and loose end toward back of envelope.	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Return Address	4 Correctly positioned on envelope front 1/4" down and 1/4" in from left-hand side	3 Positioned on envelope front, but not 1/4" down from top and 1/4" in from left-hand side	2 Positioned on envelope front, but not all of wording	1 Wording missing completely
Addressee	4 Positioned 2 1/2" down from top and 5" in the left-hand side of envelop front	3 Positioned on envelope but not 2 1/2" down from top and 5" in from the left-hand side of envelop front	2 Positioned on envelop front but not all of wording	1 Wording missing completely
Spelling and Grammar	4 No spelling or punctuation errors	3 One spelling or punctuation error	2 Two spelling or punctuation errors	1 Three or more spelling or punctuation errors
Folded Letter	4 First fold slightly less than one-third of the letter toward the top front, second fold, down from top of the letter to within 1/2" of fold bottom	3 Only one fold correct	2 Neither fold is correct	1 No folds

Criteria:

	4	3	2	1
Inserted Letter	Letter inserted with last crease toward bottom of envelope and loose end toward envelope back	Letter inserted with last crease toward bottom of envelope, but loose end toward envelope front	Letter inserted with last crease toward top of envelope	Not inserted

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile. total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

SUCCESSFUL EMPLOYMENT PRACTICES

B II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with successful employment to their correct definitions. Write the correct letters in the blanks.

___ 1. Letter to prospective employer stating interest in the job and requesting an interview

___ 2. A summary of an applicant's educational background, work history, and personal information

___ 3. Form used in making a request for a job

___ 4. Meeting between an employer and a potential employee

___ 5. Examination required by some employers to evaluate basic job skills of potential employees

___ 6. Brief letter sent to the employer offering thanks for the interview

___ 7. A person to whom inquiries of character or ability of an applicant can be made by an employer

___ 8. Extras given in addition to salary; may include such things as insurance, annual leave, sick leave, or paid holidays

___ 9. Section of the newspaper that includes employment and help-wanted sections

a. Classified ads

b. Résumé

c. Attitude

d. Letter of application

e. Application

f. Personality

g. Interview

h. Benefits

i. Tact

j. Reference

k. Employment test

l. Initiative

m. Follow-up letter

OBJECTIVE 2 List eight characteristics of a good worker.

____

____

____

____

____

____

____

____

OBJECTIVE 3 Name three sources for finding a job.

____

____

______________ ______________

OBJECTIVE 4 Name seven basic abilities needed for a job.

____

____

____

____

____

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____

____

OBJECTIVE 5

Arrange in order steps to finding a job. Write the correct numbers in the blanks.

___ Prepare a résumé

___ Fill out an application form

___ Search all resources

___ Accept the job

___ Write a letter of application

___ Write a follow-up letter

___ Take an employment test

___ Go to interview

OBJECTIVE 6

Select from the following list qualities of a good résumé. Write an "X" in the blank before each correct answer.

___ 1. Logically organized

___ 2. Handwritten

___ 3. Free of errors

___ 4. In outline form

___ 5. As long as needed

OBJECTIVE 7

List five characteristics of good letters of application and follow-up.

____

____

____

____

____

____

____

OBJECTIVE 8

Select from the following list guidelines to follow when completing an application form. Write an "X" in the blank before each correct answer.

____1. Check the fine print

____2. Use a blue ink pen

____3. Write first name last

____4. Leave spaces blank that do not apply

____5. Use abbreviations

____6. List any geographical restrictions

____7. Write a salary desired

OBJECTIVE 9

Select from the following list items to take to an interview. Write an "X" in the blank before each correct answer.

____1. Only one copy of your résumé

____2. Completed or master application form

____3. Friend or relative

____4. Credit card

____5. Social security card

OBJECTIVE 10

Discuss five areas of proper conduct during an interview.

____

____

____

____

____

____

____

OBJECTIVE 11	**Select from the following list information to ask of the interviewer.** Write an "X" in the blank before each correct answer.

___ 1. Training required

___ 2. Hours of employment

___ 3. Salary of other employees

___ 4. Benefits

___ 5. Pros and cons of the job

NOTICE	The following assignment sheets and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.	
OBJECTIVE 12	**Complete a sample employment test.**	SCORE ____
OBJECTIVE 13	**Prepare a résumé.**	SCORE ____
OBJECTIVE 14	**Write a letter of application.**	SCORE ____
OBJECTIVE 15	**Complete an application form.**	SCORE ____
OBJECTIVE 16	**Write a follow-up letter.**	SCORE ____
OBJECTIVE 17	**Demonstrate the ability to prepare a letter for mailing.**	RATING ___

OBJECTIVE 1

1. d
2. b
3. e
4. g
5. k
6. m
7. j
8. h
9. a

OBJECTIVE 2

Answer should include any eight of the following

- Good attitude
- Pleasant personality
- Able to get along well with others
- Punctual
- Cooperative
- Adaptable
- Courteous
- Dependable
- Enthusiastic
- Honest
- Loyal
- Patient
- Tactful
- Self-motivated
- Self-controlled
- Practices good health and grooming habits

OBJECTIVE 3

Answer should include any three of the following

- School counselor's office
- Home economics teacher
- School employment service
- People, including friends and relatives
- Newspapers (classified ads)
- Employment agencies
- Yellow pages of telephone book
- Volunteering

OBJECTIVE 4

Answer should include any seven of the following

- Speak properly
- Spell correctly
- Perform basic math skills
- Comprehend what is read
- Write legibly
- Listen well
- Follow directions
- File
- Type on a keyboard
- Use a telephone
- Use a calculator
- Use a hammer
- Use a screwdriver
- Use a ruler
- Use a wrench

OBJECTIVE 5 2, 4, 1, 8, 3, 7, 5, 6

OBJECTIVE 6 1, 3, 4

OBJECTIVE 7 Answer should include any five of the following

- Typed, if possible, or printed in black ink
- On one side of 8 1/2" x 11" white typing paper
- Free of smudges and spelling errors
- Dated correctly
- Grammatically correct
- Punctuated correctly
- Addressed to a specific person, if possible
- Brief
- States summary of qualifications
- States interest in the job
- States reason for interest
- Original in approach
- Ends with "Sincerely Yours"
- Permanent address used for return address
- Mailed in legal-sized envelope
- Folded and inserted in envelope correctly
- Letter of application
  - Requests an interview at employer's convenience
  - Covers all points in the same order as ad
  - Refers to enclosed résumé
  - Mentions permission from references
- Follow-up letter
  - Sent within a day or to after interview to express thanks for interviewer's time

OBJECTIVE 8	1, 3, 6
OBJECTIVE 9	2, 5
OBJECTIVE 10	Answer should include any five of the following • Interact positively • Have nice appearance • Use proper manners and speech • Go alone • Arrive early • Take necessary items • Stay alert • Wait to be seated • Sit up straight • Be at ease • Do not lean on table or desk • Do not place personal items on table or desk • Answer questions briefly and honestly • Avoid telling personal stories
OBJECTIVE 11	1, 2, 4, 5
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.
OBJECTIVE 13	Refer to answers to Assignment Sheet 2.
OBJECTIVE 14	Refer to answers to Assignment Sheet 3.
OBJECTIVE 15	Refer to answers to Assignment Sheet 4.
OBJECTIVE 16	Refer to answers to Assignment Sheet 5.
OBJECTIVE 17	Refer to practical test for Job Sheet 1.

OBJECTIVE SHEET

CHILD CARE WORKER

C I

INTRODUCTION

Providing appropriate child care has many rewards for the child care worker, the child, the family, and all of society. It is important to realize that quality child care is a responsibility of everyone.

UNIT OBJECTIVE

After completing this unit, the student should be able to care for and work with young children. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with child care to their correct definitions.
2. Name places to find child care jobs.
3. Describe characteristics of a good child care worker.
4. Name benefits of child care work.
5. Select from a list points to include in mutual agreements between parents and the child care worker.
6. Distinguish between responsibilities of parents and the child care worker.
7. Select from a list guidelines for responsible child care.
8. Match accidents to possible preventive measures.
9. Match injuries and illnesses to basic first-aid procedure.
10. Analyze safety hazards in the home. (Assignment Sheet 1)
11. Determine basic first-aid responses. (Assignment Sheet 2)

PREPARATION

- Order materials to supplement unit.

  NOTE: See Suggested Resources.

- Contact guest speakers.
- Invite resource person (Red Cross worker, county health nurse, fire fighter, police officer, medical personnel) to speak to class.
- Invite a panel of parents to speak to class.
- Invite a social worker to speak to class.

DELIVERY

Objective 1

- Ask a social worker to speak to the class as an introduction to the unit. The social worker might include discussion on the state laws concerning child care.

Objective 2

- Have students survey the community to discover child care job possibilities and present their findings to the class.
- Have students develop a class file of job possibilities. Be sure they include names, addresses, and telephone numbers.

Objective 3

- Have students role play desirable and undesirable competencies and attitudes.
- Invite parents to present a panel discussion on "What I Expect of a Child Caregiver."
- Depending on your students' needs, you may have them perform job sheets on lifting and holding an infant, bathing an infant, diapering an infant, dressing an infant, preparing formula, feeding a baby from a bottle, and introducing solid food to an infant. These job sheets are located in the Oklahoma State Department of Vocational and Technical Education Curriculum, *Child Care I*, pages 37-E to 62-E.

Objective 4

- Have students discuss their previous child care experiences and help them discover benefits gained from these opportunities.

Objective 5

- Prepare slips of paper with mutual agreement, parent responsibilities and child care worker responsibilities each listed on a separate slip. Prepare blank slips if needed so that all students can participate, read it aloud to the class, and tell whether it is a mutual agreement, parent responsibility, or a child care worker responsibility.
- Refer students to Supplement 1, "Child Care Worker Checklist." Encourage them to use it as an on-the-job reference.
- Invite medical personnel to speak to class concerning validity of emergency treatment release forms.

Objective 7

- Have students use chalkboard to write hints for responsible child care, either individually or as a group.

  EXAMPLE:
  C are for children
  H andle emergencies calmly
  I
  L
  D
  C
  A
  R
  E

Objective 8

- Set up a display of household poisons.
- Show one of the films available from the Oklahoma State Health Department or *To a Babysitter* available from the Oklahoma State Department of Vocational and Technical Education.
- Invite a fire fighter to speak to the class on emergency measures to follow in case of fire or storms.
- Collect and discuss news clippings which relate to avoidable accidents happening to children.

Objective 9

- Show students how to properly take a person's temperature. There are assignment and job sheets available in *Child Care I*, pages CCI-29-C to CCI-36-C.
- Invite resource person (Red Cross worker, county health nurse, fire fighter, police officer) to demonstrate basic first-aid skills.
- Show one of the first-aid films listed in the suggested resources.
- Encourage students to take a mini-course in first aid for a home experience or to set up a first-aid workshop for an "in-depth" FHA/HERO project.
- Call local telephone business office to obtain brochures or schedule speaker on how to use the telephone in emergency situations.

APPLICATION

Objectives 10 and 11

- Use Assignment Sheet 1 to give students practice in analyzing safety hazards in the home.
- Use Assignment Sheet 2 to give students practice in determining basic first-aid responses.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *To a Babysitter*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order the film from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh, Stillwater, Oklahoma 74074. Out-of-state teachers must order this film from Alfred Higgins Products, Inc., 9100 Sunset Boulevard, Los Angeles, California 90069.

- *Standard First Aid*
- *Multimedia First Aid*
- *Child CPR*

  NOTE: These films and other first-aid materials are available from the local American Red Cross office. A small rental fee is charged for these films.

- *Playground Safety*
- *Poisons All Around Us*
- *250,000 Ways to Destroy Without Leaving Home*

  NOTE: These films are available from the Oklahoma State Health Department, P.O. Box 53551, Oklahoma City, Oklahoma 73152.

- *Emergency - the First Aid Videotape*

  NOTE: This tape is available for purchase from RJM Marketing Inc., 16 Industrial Blvd., Paoli, PA 91301.

Publications

- *Guide for the First Time Babysitter*. Johnson & Johnson Consumer & Professional Services-F, Grandville Road, Skillman, New Jersey 08558.
- *Sitting Safely*, Gerber Products Co., Professional Communications, 445 State Street, Fremont, Illinois 49412.

UNIT REFERENCES

- Goodman, Debbie Truitt. *Child Care I*. rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1981.
- Sawatzky, Joyce. *Home Economics I*. rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- Stewart, Arlene. *Childproofing Your Home*. Reading, Massachusetts: Addison-Wesley Publishing Co., 1984.

OBJECTIVE 1

1. r
2. s
3. b
4. j
5. e
6. a
7. h
8. d
9. f
10. k
11. l
12. i
13. g
14. m
15. q
16. c

OBJECTIVE 2

Answer should include any five of the following

- Churches
- Schools
- Day care homes
- Recreation centers
- Day care centers
- Civic organizations
- Apartment complexes
- Motels and hotels
- Friends and relatives
- Nurseries
- Industrial sites and companies
- Nanny programs
- Self-initiated programs
- Convention centers

- Shopping centers
- Supermarkets
- Groups for special-needs children
- Community service agencies

OBJECTIVE 3

Descriptions should include any three of the following

- Considers the child's needs, wants, and safety
- Remains calm in an emergency and knows how to deal with situations
- Receives training in child care
- Keeps children entertained with planned activities and interaction
- Works well with others
- Likes children
- Is dependable
- Is responsible

OBJECTIVE 4

Answers should include any five of the following

- Gain work experience
- Gain extra income
- Explore child care careers
- Learn to accept responsibility
- Become less self-centered
- Begin to see how other people live and how other homes operate
- Learn about many kinds of people of all ages
- Begin to better understand self through understanding others
- Develop a better understanding of children as individuals
- Learn about parenting

OBJECTIVE 5

1, 3, 4, 5, 6, 7

OBJECTIVE 6

1. P
2. W
3. W
4. P
5. P
6. W
7. W
8. P
9. W
10. W
11. W
12. P
13. W
14. W

OBJECTIVE 7

1, 4, 5, 7

OBJECTIVE 8

1. e
2. f
3. i
4. d
5. b
6. g

OBJECTIVE 9

1. k
2. q
3. f
4. p
5. j
6. g
7. m
8. o
9. c
10. h
11. i
12. a
13. b
14. d

OBJECTIVE 10	Refer to answers to Assignment Sheet 1.
OBJECTIVE 11	Refer to answers to Assignment Sheet 2.

PRETEST

CHILD CARE WORKER

C I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with child care to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Business set up to care for infants

___ 2. Person most responsible for the care and well-being of a child

___ 3. Form signed by parents to give permission to child care worker to request first-aid or other medical treatment

___ 4. Ability to say "no" at the right time with reason, calmness, and firmness

___ 5. Day care that meets the requirements established by the state

___ 6. Child not yet walking

___ 7. Children left unsupervised in the home after school and before parents arrive home from work

___ 8. Program usually designed to provide one-day-a-week child care services

___ 9. Private home which takes care of children

___ 10. Business set up to care for children, usually toddlers or older

___ 11. Child who has just learned to walk

___ 12. Emergency care or treatment given to an ill or injured person before regular medical care can be obtained

a. Infant

b. Emergency treatment release

c. Childproof

d. Mother's day out

e. Licensed day care

f. Day care home

g. Nanny

h. Latch-key kids

i. First aid

j. Discipline

k. Day care center

l. Toddler

m. Child abuse

n. Community service

o. Poisons

p. Fetus

q. Child care worker

r. Nursery

___13. Child care worker that lives in the home of the child and is available for continuous child care

___14. Treatment of a child expressed in inappropriate physical, verbal, mental, or emotional ways

___15. Person employed to be responsible for a child's well-being and safety

___16. Design to help prevent accidents or injuries to children

s. Primary caregiver

t. Heimlich maneuver

u. Safety hazard

v. Adolescent

OBJECTIVE 2 **Name five places to find child care jobs.**

OBJECTIVE 3 **Describe three characteristics of a good child care worker.**

OBJECTIVE 4 **Name five benefits of child care work.**

OBJECTIVE 5

Select from the following list points to include in mutual agreements between parents and the child care worker. Write an "X" in the blank before each correct answer.

___ 1. Number and ages of children

___ 2. Why parents are going out

___ 3. Who will provide transportation

___ 4. Duties of the child care worker

___ 5. If additional duties are expected

___ 6. Amount the child care worker is to be paid

___ 7. Hours expected to work

OBJECTIVE 6

Distinguish between responsibilities of parents and the child care worker. Write a "P" in front of responsibilities of the parent and a "W" in front of those of the child care worker.

___ 1. Inform of approximate time of return

___ 2. Entertain child while awake

___ 3. Be pleasant

___ 4. Return home at designated hour

___ 5. Make arrangements for child care in advance

___ 6. Be attentive to child's needs, wants, and safety

___ 7. Do not use telephone unnecessarily

___ 8. Provide clear direction for care of child

___ 9. Be prompt and reliable

__ 10. Plan to stay awake

__ 11. Follow child care instructions

__ 12. Leave address and phone number in case of an emergency

__ 13. Do not invite friends

__ 14. Be ethical

OBJECTIVE 7

Select from the following list guidelines for responsible child care. Write an "X" in the blank before each correct answer.

____1. Be a good example

____2. Use physical punishment only when necessary

____3. Nag and scold the child

____4. Give positive directions

____5. Praise the child often

____6. Tell the child, "If you don't do what you are supposed to do, I will tell on you."

____7. Care about the child

OBJECTIVE 8

Match accidents to possible preventive measures. Write the letters in the blanks. (Question is continued on the following page.)

____1. Keep plastic bags and balloons away from child's reach; check if sleeping infant is "tangled up" in covers

____2. Never leave an infant alone on a table, bed, or couch; use protective gates, door knob covers, playpens, and fenced yards; keep crib sides up

____3. Inspect area for diaper pins, coins, beads, buttons, hard candies, and needles; check toys for small detachable parts

____4. Use protective gates with open flames and heat grates; keep matches, cigarettes, and cigarette lighters out of the child's reach; use back burners or keep pot handles turned so they do not extend over edge of range; do not let appliance cords dangle

____5. **NEVER** leave a child alone in a bath tub or play pool, not even for an instant; **NEVER** leave a child alone near swimming pools, wading pools, lakes, or at the beach; **NEVER** leave a child alone near a toilet

a. Amputation

b. Drowning

c. Impairment

d. Burns

e. Suffocation

f. Falls

g. Poisoning

h. Intoxication

i. Swallowing foreign objects

___ 6. Remove poisonous substances from the child's reach; never refer to medicines as candy; never store poisonous substances in food or beverage containers

OBJECTIVE 9

Match injuries and illnesses to basic first-aid procedures. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Call doctor and parents immediately; keep container handy; remove or dilute substance on skin or clothing; read the label before attempting any first-aid measures; call the poison control center

___ 2. Clean area with soap and water; use sterilized tweezers or a needle to remove the object

___ 3. If pain is associated with food or drink, keep child quiet and as comfortable as possible; if pain persists or worsens or if fever is suspected, notify parents immediately. If pain is not associated with food or drink, find out if anything else was consumed; if so, call the parents and the doctor or hospital emergency room for instructions

___ 4. Do not interfere with victim who can speak, cough, or breathe. If the victim cannot speak, cough, or breathe, stand or kneel behind the child with your arms around the child's waist; make a fist with one hand, placing the thumb side against the victim's stomach; grasp your fist with the other hand; press into the stomach with a quick upward thrust; repeat the thrust until the obstruction is expelled or rescue personnel arrive

___ 5. Wash wound with soap and water; call doctor and parents immediately; get description of animal

a. Minor cuts

b. Objects in eye

c. Nosebleed

d. Object in ear or nose

e. Sprains

f. Abdominal pain (stomach ache)

g. Serious cuts

h. Broken bones/ dislocation

i. Minor burns

j. Animal bites

k. Poisoning

l. Cramps

m. Serious burns

n. Bruises

o. Swallowed objects

p. Choking

q. Splinters

____6. Cover with gauze or clean bandage; press firmly to stop bleeding

____7. Keep child warm; cover area with sterile cloth or clean sheet; summon medical attention and parents immediately

____8. Call parents and doctor immediately if object was sharp; if object was not sharp, call parents or hospital emergency room for instructions

____9. Keep child warm and in a sitting position; have child breath through mouth; press gently against side of nose for several minutes; if bleeding continues, apply ice packs against back of neck or a cold, wet cloth over the nose

___10. Do not move victim; summon medical help and the parents immediately

___11. Dip area in cold, but not running water; apply medicine designed for minor burns; do NOT apply butter

___12. Clean with soap and water; apply bandage if necessary

___13. Keep child from rubbing eye; wash your hands; dislodge object with corner of a clean handkerchief, sterile gauze, or tissue, or lift upper lid and pull it down over lower lid to allow tears to form and wash out object; flush eye with water starting at inside corner of eye and flowing outward

___14. Do not attempt to remove object unless it is obviously easy to remove; call doctor and parents

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 10 **Analyze safety hazards in the home.** SCORE _____

OBJECTIVE 11 **Determine basic first-aid responses.** SCORE _____

OBJECTIVE 1

Match terms associated with child care to their correct definitions.

- **Child abuse**—Treatment of a child expressed in inappropriate physical, verbal, mental, or emotional ways
- **Child care worker**—Person employed to be responsible for a child's well-being and safety
- **Childproof**—Design to help prevent accidents or injuries to children
- **Day care center**—Business set up to care for children, usually toddlers or older
- **Day care home**—Private home which takes care of children
- **Discipline**—Ability to say "no" at the right time with reason, calmness, and firmness
- **Emergency treatment release**—Form signed by parents to give permission to child care worker to request first-aid or other medical treatment for child
- **First aid**—Emergency care or treatment given to an ill or injured person before regular medical care can be obtained
- **Infant**—Child not yet walking
- **Latch-key kids**—Children unsupervised in the home after school and before parents arrive home from work
- **Licensed day care**—Day care that meets requirements established by the state
- **Mother's day out**—Program usually designed to provide one-day-a-week child care services
- **Nanny**—Child care worker that lives in the home of the child and is available for continuous child care
- **Nursery**—Business set up to care for infants
- **Primary caregiver**—Person most responsible for the care and well-being of a child

NOTE: This person is usually a parent or parents and will be referred to as "parents" throughout this unit of instruction.

- **Toddler**—Child who has just learned to walk

OBJECTIVE 2 **Name places to find child care jobs.**

- Child care jobs are found in many places. All child care jobs are not paid employment, but all can be counted as experience. Wherever there are young children, there are potential child care jobs. Look around your own community. Most neighborhoods include day care centers, day care homes, or nurseries. These businesses may or may not be licensed by the state, but they can still be good places to gain child care experience. Friends and relatives are also good contacts for jobs.
- Another place to find child care employment is at your school. There are often evening meetings of the Young Homemakers of Oklahoma organization, parent-teacher meetings, and adult education programs. Other opportunities at school may include assisting in lower elementary grades, supervising the playground, or offering care for teachers' or other students' children. Churches offer opportunities in Sunday school classes, Vacation Bible Schools, nurseries, or Mother's Day Out programs.
- Larger communities may provide child care opportunities at apartment complexes, convention centers, shopping centers, supermarkets, motels and hotels, and industrial and company on-site child care facilities. Other jobs may be found at recreation centers such as bowling alleys, tennis courts, park departments, and health and fitness centers. Most communities have civic organizations such as Chambers of Commerce, Lion's Clubs, Rotary Clubs, or Jaycees. These groups often hire child care workers for their meetings and activities.
- Perhaps the most rewarding child care experiences happen when working with special needs children. Caring for the physically or mentally handicapped child requires special instructions from the primary caregiver, but is a valuable learning experience that is well worthwhile. Another rewarding opportunity can come from volunteering child care at community service agencies such as domestic violence

shelters or Head Start programs. If child care jobs are not readily available, consider a self-initiated program. After-school programs are especially beneficial to latch-key kids. Saturday morning or summer care programs are a welcome opportunity to young children and their parents!

In addition to all these places mentioned to find child care jobs, one final child care professional opportunity for your future might be with the recent rise in nanny programs. These programs employ caregivers to actually live with the family and generally provide 24-hour-a-day care services. With all the possibilities, child care experiences can be a possibility if you choose to be involved.

OBJECTIVE 3

Describe characteristics of a good child care worker.

Child care workers can be of almost any age, but experts say that 12 or 13 is usually the very youngest that a caregiver should be. A child care worker can be either male or female and should possess the following characteristics.

- The caregiver should certainly consider the child's needs, wants, and safety first. Child care workers are responsible for the child in the absence of the parents so the first priority should be to the child's well-being and safety. This includes remaining calm in emergencies and knowing how to deal with all types of situations. Perhaps the best way to meet these responsibilities is to receive training in child care. Training programs are often offered by area vocational-technical schools and fire or police departments.
- Other general desirable characteristics of child care workers include being able to keep children entertained with planned activities and interaction, working well with others, liking children, and being dependable and responsible.

OBJECTIVE 4

Name benefits of child care work.

Not only is child care often a person's first employment opportunity, but it is often the first time to be responsible during your own parent's absence. Providing child care allows an opportunity to experience various benefits.

- Some of the more obvious benefits to child care workers include the opportunity to gain work experience and extra income and explore careers in child care.

- Other benefits include learning to accept responsibility, becoming less self-centered, beginning to see how other families live and other homes operate, and learning about many kinds of people of all ages. Child care workers also begin to understand themselves through understanding others, develop a better understanding of children as individuals, and ultimately learn about parenting to help them with their own children in the future.

OBJECTIVE 5 **Select from a list points to include in mutual agreements between parents and the child care worker.**

- Before any child care job is accepted, there are several mutual agreements that must be considered. First, find out the number and ages of the children. This and the duties of the child care worker and the hours expected to work will help determine the amount the child care worker is to be paid. If additional duties, such as washing dishes and cleaning house are expected, the parents should be willing to pay more. A final agreement that needs to be made has to do with providing transportation. Make sure if someone drives you to or from your job, that they have not been drinking. Your safety and your life may depend on you alone making that judgement.

OBJECTIVE 6 **Distinguish between responsibilities of parents and the child care worker.**

In order for the child care experience to be successful the parent and the child care worker must each meet their own responsibilities.

- The responsibilities of the parents include arranging for child care in advance. Before leaving the worker in charge, an emergency address and phone number should be written down. It is also a good idea to leave the phone number of a relative or close neighbor in case of an emergency. Instructions for fire or bad weather should be discussed. The child care worker should be informed if any visitors or telephone messages are expected. Another safety measure is to leave an emergency treatment release in case the child care worker cannot reach the parents by telephone.

- Perhaps the most important responsibility of the parents is to provide clear instructions for care of the child. The child's usual routine should be explained and the child care worker should be informed if the child will need help in doing any tasks. Both the child care worker and the child should be told the hour and routine of bath and bed time. Instructions concerning food (including any restrictions) and medications should be given. The child care worker should also be told how to discipline the child.

- Finally, the child care worker should be informed of the approximate time of return and the parents should return at the designated hour.

The child care worker also has a long list of responsibilities. Supplement 1 provides a child care worker checklist that may be used as an on-the-job reference.

- Find out the specifics of the job before accepting it. Find out when, where, how many children, and the salary. Be fair in asking for salary, but be assertive in getting the amount you deserve. You may want to ask people in similar positions how much they are getting paid. Obtain your own parents' permission before taking the job and know where they will be while you are at work; you may need to call them for advice. Be prompt and reliable. Plans have been made and you are expected to be there. Avoid a change of plans even if something more interesting or promising comes your way. It is also a good idea to take along special items. New games and books are always fun. The child care worker checklist and the first-aid response information sheet can be used as handy references while on the job. Be sure to bring your own books or magazines for use after the child is asleep as you will probably be expected to stay awake. Before the parents leave, get acquainted with the child and the home. Become familiar with the telephone, emergency numbers, door locks, and the child's clothing.

- While on the job, be attentive to the child's needs, wants, and safety. If it gets quiet, check on the child! Be constantly aware of the child's location and what the child is doing. Prevention is the most effective way of managing problems. If the child engages in unsafe activities that seem to cause conflicts, stop the play, explain the problem or safety hazard, and show the child what activity CAN be done. Most behavior problems and accidents can be avoided with careful watching and understanding. Follow the parents' instructions concerning food preparation (including restrictions), medicine, bath and bed routines, special assistance required and how the child is to be disciplined. Entertain the child while awake. Do not plan to study, talk on the telephone, or watch television until the child is asleep. You are paid to care for and protect, as well as entertain the child.

- The other general responsibilities of the child care worker include being ethical by not snooping around the house or telling stories about what happened while on the job. Be pleasant, as a child care worker's cheerful attitude affects the attitude of the child. Do not invite friends. If you have someone you would like to bring along, you must get permission. Dates should NEVER be invited. Do not use the telephone unnecessarily. Many people call home to see how everything is going and expect to find the telephone line free. Too many accidents can occur while a caregiver is talking on the phone.

OBJECTIVE 7

Select from a list guidelines for responsible child care.

Regardless of who the child is, the guidelines for responsible child care are the same. A smaller sibling, your own child, or any other child should be treated the same. To help insure an enjoyable experience for both the child and the child care worker, there are several guidelines that should be followed.

- Avoid bribing, threatening, or scaring the child with "boogey man" stories. These are ways a child can be verbally, mentally, or emotionally abused.
- Avoid use of physical punishment. Spanking, slapping, shaking, or jerking a child is physical child abuse.
- In general, be a good example and truly care about the child.
- Be sensitive to needs and values.
- Try to see things from the child's point of view. Considering the child's feelings is the first step to child abuse prevention.
- Give positive directions by using "do's" rather than "don'ts." Tell what CAN be done.
- Be gentle, patient, and friendly, but firm.
- Take responsibility for seeing that the child does what is supposed to be done.

- Praise the child often and provide appropriate play activities that are fun and safe.

OBJECTIVE 8

Match accidents to possible preventive measures.

Most accidents to children can be prevented by caregivers if they look at objects through the eyes of a child. Harmful objects must be kept out of reach or made childproof to help prevent possible accidents. Listed below are possible accidents that might happen to a child and the preventive measures that should be taken.

Falls

- Never leave an infant alone on table, bed, or couch.
- Use protective gates, door knob covers, playpens, and fenced yards.
- Keep crib sides up.
- Anchor rugs, shelves, and bookcases.
- Use mats in bath tubs.

Swallowing foreign objects

- Inspect area for pins, coins, beads, buttons, hard candies, and needles. Remove from the child's reach.
- Check toys for small detachable parts. Young children will put almost anything in their mouths!

Suffocation

- Keep plastic bags and balloons away from the child's reach.
- Check if sleeping infant is "tangled-up" in covers.

Poisoning

- Remove poisonous substances from the child's reach or use safety latches on cabinets.

  EXAMPLES: medicine, ammonia, cologne, gasoline, paint, vitamins, poisonous household plants
- Never give medicine in a dark room.
- Never refer to medicine as candy.

- Never store poisonous substances in food or beverage containers.

Burns

- Use protective gates with open flames and heat grates.
- Keep matches, cigarettes, and cigarette lighters out of the child's reach.
- Use back burners or keep pot handles turned so they do not extend over edge of range.
- Do not let appliance cords dangle. Use an electrical cord wrapper instead.

Drowning

- NEVER leave a child alone in the bathtub or play pool, not even for an instant.
- NEVER leave a child alone near swimming pools, wading pools, lakes, or at the beach.
- NEVER leave a child alone near a toilet.

Electrical shock

- Use plug protectors in unused electrical outlets.

OBJECTIVE 9

Match injuries and illnesses to basic first-aid procedures.

As a responsible child care worker you need to know how to give basic first aid for situations that might arise during child care experiences.

Broken bones/dislocations

- Do NOT move victim.
- Summon medical help and parents immediately.

Minor burns

- Dip area in cold, but not running, water.
- Apply medicine designed for minor burns; DO NOT apply butter.

Serious burns

- Keep child warm.
- Cover area with sterile cloth or clean sheet.
- Summon medical help and parents immediately.

Minor cuts

- Clean with soap and water.
- Apply bandage if necessary.

Serious cuts

- Cover with gauze or clean bandage.
- Press firmly to stop bleeding.
- Call medical help and parents immediately.

Nosebleed

- Keep child calm and in a sitting position.
- Have child breathe through mouth.
- Press gently against side of nostril for several minutes.
- If bleeding continues, apply ice packs against back of neck or a cold wet cloth over nose.

Abdominal pain (stomach ache)

- If pain is associated with food or drink, keep child quiet and as comfortable as possible.
- If pain is not associated with food or drink, find out if anything else was consumed. If so, call parents and the doctor or hospital emergency room for instructions.
- If pain persists or worsens or if fever is suspected, notify parents immediately.

Object in ear or nose

- Do not attempt to remove object unless it is obviously easy to remove.
- Call doctor and parents.

Poisoning

- Call doctor and parents immediately.
- Keep container handy.
- Remove or dilute poison on skin or clothing before it becomes absorbed.
- Read the label before attempting any first-aid measures.
- Call the local poison control center.

NOTE: Oklahoma Poison Control is 1-800-522-4611

Animal bites

- Wash wound with soap and water.
- Call doctor and parents immediately.
- Get description of animal.

Swallowed objects

- Call parents and doctor immediately if object was sharp.
- If object was not sharp, call parents or hospital emergency room for instructions.

Object in eye

- Keep child from rubbing eye.
- Wash your hands.
- Dislodge object with corner of a clean handkerchief, sterile gauze, or tissue or lift upper eyelid and pull it down over lower lid to allow tears to form and wash out the object.
- Flush eye with water starting at inside corner of eye and flowing outward.

NOTE: If object still does not come out, bandage the eye lightly to prevent child from rubbing it and call for medical assistance.

Splinters

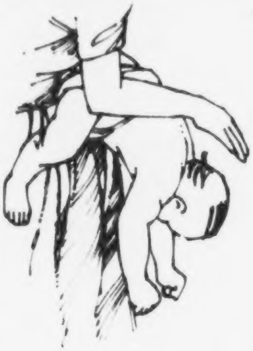
- Clean area with soap and water.
- Use sterilized tweezers or a needle to remove the object.

NOTE: A deeply imbedded splinter or any other object may require medical attention.

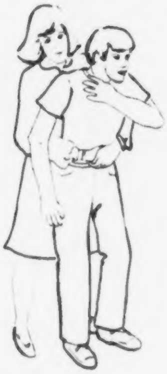
Choking

WARNING

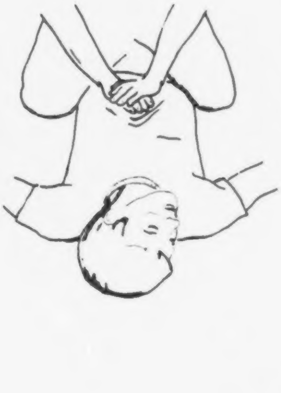
If the victim cannot speak, cough, or breathe, call medical personnel immediately. Do not interfere with a victim who can speak, cough, or breathe.



For an infant, place face and head down, holding the child upside down over one arm. Give three or four rapid blows between the infant's shoulder blades (Figure 1). If the blockage is not cleared, place child on his or her back and give four rapid thrusts with two or three fingers held on the child's breastbone.



For an older person, stand or kneel behind the victim with your arms around the person's waist. Make a fist with one hand, placing the thumb side against the victim's stomach, just above the navel. Grasp your fist with your other hand. Give rapid, upward thrusts until the obstruction is expelled or until rescue personnel arrive. (Figure 2)



If the victim is lying down or unable to stand, place person on back, face up. Position yourself astride victim's hips. Press stomach with quick, upward thrusts. (Figure 3)

CHILD CARE
WORKER CHECKLIST

The following checklist may be helpful while on the job. Duplicate copies of this supplement and keep a notebook record of all children cared for. Include information sheets and other useful information in the notebook.

Name and address of parents ______________________

Telephone number ______________________

Time to arrive ______________________

Time to leave ______________________

How to get there and return ______________________

(Should you arrange transportation or will they?) __________

Name(s) and age(s) of child(ren) ______________________

Rate per hour ______________________

Where to contact parents

Address ______________________

Telephone ______________________

Relative ______________________

Fire department ______________________

Doctor ______________________

Police department ______________________

(or dial the operator and request the police department or dial 911)

Poison control center ______________________

NOTE: In Oklahoma the telephone number is 1-800-522-4611.

Jobs to do

Feed the child ______________________________

(Will you prepare foods? Any special directions?)

Bathe the child ______________________________

Play until ________ o'clock.

Play activities planned ______________________________

Read a story ______________________________

Go to bed at ________ o'clock.

If the child cries (special instructions) ____________________

Special toy to take to bed ____________________

Where to leave telephone messages ____________________

Are you expected to do any extra jobs, such as prepare meals or snacks, wash dishes, or ironing? ____________________

Become familiar with your surroundings.

Doorbell ______________________________

Telephone ______________________________

Light switches ______________________________

Bathroom ______________________________

Special equipment in the kitchen or other rooms ____________

Entrances and exits to the house ____________________

Clothing, diapers, food, bottles, pajamas, first-aid kit, etc.

Learn your privileges for such things as:

- Inviting a friend to keep you company.
- Television, radio, stereo

  NOTE: Are there programs that do not meet parents' approval?

- Telephone
- Food in the refrigerator
- Range
- Other items in the house

Record the pay you receive.

Hours worked ______________________________

Rate per hour ______________________________

Total amount received ________________________

ASSIGNMENT SHEET 1 | **CHILD CARE WORKER** | **C I**

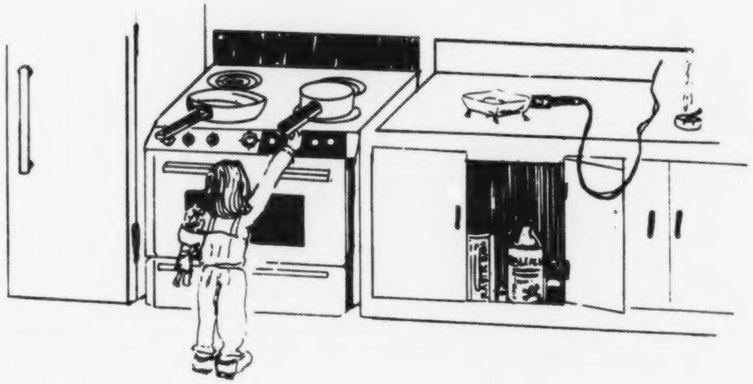
NAME ______________________________ SCORE _______

OBJECTIVE 10 **Analyze safety hazards in the home.**

INTRODUCTION Parents expect first and foremost that a child care worker keep the children safe and happy. Articles appear daily in newspapers and magazines about accidental deaths and injuries among children. With careful planning and watchfulness, many of these accidents can be prevented. Objective 8 in this unit deals with accidents and their possible preventive measures. The activity in this assignment sheet emphasizes this area.

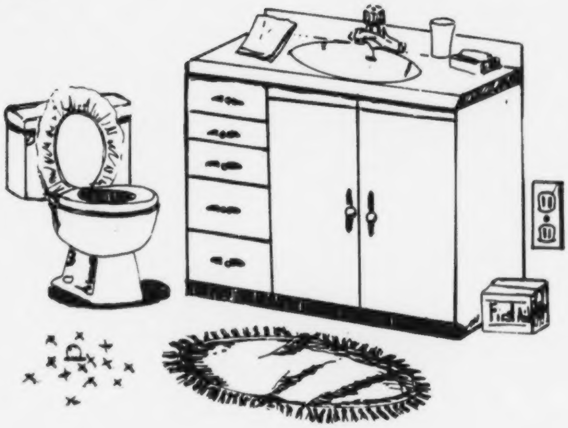
DIRECTIONS Study the following figures and analyze the safety hazards. List the accidents and preventive measures in the blanks provided.

KITCHEN



POSSIBLE ACCIDENT	WAYS TO PREVENT
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

BATHROOM



POSSIBLE ACCIDENT	WAYS TO PREVENT

ASSIGNMENT SHEET 2 | **CHILD CARE WORKER** | **C I**

NAME ______________________________ SCORE ________

OBJECTIVE 11 **Determine basic first-aid responses.**

INTRODUCTION Objective 9 in this unit deals with injuries and illnesses and basic first-aid procedures. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Read the case studies below and determine the basic first aid responses. Write your answers in the spaces provided.

CASE STUDY 1 You are caring for two children in their home. The older child is eight years old. You are feeding the children and the three-year-old suddenly starts waving his arms. He can not speak, talk, or breathe. List the possible injury and steps that you would follow.

Injury ____

Basic first-aid steps ______________________________

____

____

____

CASE STUDY 2 You are babysitting a five-year-old boy. While you were on the phone, he went into the kitchen. When you join him, the child is complaining of abdominal pains. You notice a bottle of bleach lying on the floor. List the possible injury and the steps that you would follow.

Injury ____

Basic first-aid steps ______________________________

____

____

____

CASE STUDY 3

You are babysitting a six-year old who falls off his bicycle. He immediately puts his hands to the middle of his face. You notice blood on his hands. List below the possible injury and the steps that you would follow.

Injury ____

Basic first-aid steps ______________________________

____

____

____

____

CASE STUDY 4

You are caring for a toddler and as you are preparing the child's dinner, the toddler pulls on the electric skillet cord that was left dangling over the edge of the kitchen cabinet. List below the possible minor injury and the steps that you would follow in response to the injury.

Injury ____

Basic first-aid steps ______________________________

____

____

____

____

ASSIGNMENT SHEET 1

Items may be listed in any order, but the accident and preventive measure must correspond.

Kitchen

Suffocation

- Keep plastic bags away from child's reach

Poison

- Keep household chemicals away from child's reach or use safety latches on cabinets.

Burns

- Keep pot handles turned so they do not extend over edge of range or use back burner.
- Do not let appliance cords dangle; use electric cord wrappers
- Keep cigarettes and lighters out of child's reach.

Bathroom

Shock

- Use plug protector in unused electrical outlet.

Poison

- Keep first-aid kit away from child's reach or store in cabinet with safety latch.

Swallowing foreign objects

- Inspect area for small objects that child may put in mouth

Falls

- Anchor rug.

Drowning

- Never leave a child alone near a toilet.

ASSIGNMENT SHEET 2

Case Study 1

Choking

- Call medical personnel immediately
- Stand or kneel behind the child with your arms around the child' waist
- Make a fist with one hand placing the thumb side against the victim's stomach, just above the navel.
- Grasp your fist with the other hand
- Give rapid upward thrusts until the obstruction is expelled or until rescue personnel arrive.

Case Study 2

Poisoning

- Call doctor and parents immediately
- Keep container handy
- Remove or dilute poison on skin or clothing before it becomes absorbed
- Read the label before attempting any first-aid measures
- Call the local poison control center

Case Study 3

Nosebleed

- Keep child calm and in a sitting position
- Have child breathe through mouth
- Press gently against side of nostril for several minutes
- If bleeding continues, apply ice packs against back of neck or a cold wet cloth over the nose

Case Study 4

Minor burn

- Dip area in cold, but not running, water
- Apply medicine designed for minor burns; do not apply butter

WRITTEN TEST

CHILD CARE WORKER

C I

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with child care to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Child who has just learned to walk

___ 2. Treatment of a child expressed in inappropriate physical, verbal, mental, or emotional ways

___ 3. Business set up to care for children, usually toddlers or older

___ 4. Person employed to be responsible for a child's well-being and safety

___ 5. Program usually designed to provide one-day-a-week child care services

___ 6. Business set up to care for infants

___ 7. Child care worker that lives in the home of the child and is available for continuous child care

___ 8. Emergency care or treatment given to an ill or injured person before regular medical care can be obtained

___ 9. Day care that meets the requirements established by the state

___ 10. Private home which takes care of children

___ 11. Children unsupervised in the home after school and before parents arrive home from work

a. Day care center

b. Day care home

c. Infant

d. Adolescent

e. Nursery

f. Fetus

g. Heimlich maneuver

h. Toddler

i. Safety hazard

j. Child care worker

k. Poisons

l. First aid

m. Child abuse

n. Childproof

o. Discipline

p. Latch-key kids

q. Licensed day care

r. Mother's day out

___12. Child not yet walking

___13. Design to help prevent accidents or injuries to children

___14. Ability to say "no" at the right time with reason, calmness, and firmness

___15. Person most responsible for the care and well-being of a child

___16. Form signed by parents to give permission to child care worker to request first-aid or other medical treatment

s. Nanny

t. Community service

u. Primary caregiver

v. Emergency treatment release

OBJECTIVE 2 **Name five places to find child care jobs.**

OBJECTIVE 3 **Describe three characteristics of a good child care worker.**

OBJECTIVE 4 **Name five benefits of child care work.**

OBJECTIVE 5

Select from the following list points to include in mutual agreements between parents and the child care worker. Write an "X" in the blank before each correct answer.

___ 1. Amount the child care worker is to be paid

___ 2. If additional duties are expected

___ 3. Why parents are going out

___ 4. Duties of the child care worker

___ 5. Hours expected to work

___ 6. Number and ages of children

___ 7. Who will provide transportation

OBJECTIVE 6

Distinguish between responsibilities of parents and the child care worker. Write a "P" in front of those responsibilities of the parent and a "W" in front of those of the child care worker.

___ 1. Make arrangements for child care in advance

___ 2. Be pleasant

___ 3. Provide clear directions for care of child

___ 4. Be prompt and reliable

___ 5. Entertain child while awake

___ 6. Be attentive to the child's needs, wants, and safety

___ 7. Leave address and phone number in case of an emergency

___ 8. Do not use the telephone unnecessarily

___ 9. Do not invite friends

___ 10. Inform of approximate time of return

___ 11. Plan to stay awake

___ 12. Return home at designated hour

___ 13. Follow child care instructions

___ 14. Be ethical

OBJECTIVE 7

Select from the following list guidelines for responsible child care. Write an "X" in the blank before each correct answer.

____1. Tell the child, "If you don't do what you are supposed to do, I will tell on you."

___ 2. Praise the child often

___ 3. Use physical punishment only when necessary

___ 4. Give positive directions

___ 5. Nag and scold the child

___ 6. Care about the child

___ 7. Be a good example

OBJECTIVE 8

Match accidents to possible preventive measures. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Inspect area for diaper pins, coins, beads, buttons, hard candies, and needles; check toys for small detachable parts

____2. Remove poisonous substances from the child's reach; never refer to medicine as candy; never store poisonous substances in food or beverage containers

____3. Never leave an infant alone on a table, bed, or couch; use protective gates, door knob covers, playpens, and fenced yards; keep crib sides up

____4. NEVER leave a child alone in the bath tub or play pool, not even for an instant; NEVER leave a child alone near swimming pools, wading pools, lakes, or at the beach; NEVER leave a child alone near a toilet

____5. Keep plastic bags and balloons away from child's reach; check if sleeping infant is "tangled-up" in covers

a. Falls

b. Amputation

c. Swallowing foreign objects

d. Drowning

e. Impairment

f. Poisoning

g. Burns

h. Suffocation

i. Intoxication

___ 6. Use protective gates with open flames and heat grates; keep matches, cigarettes, and cigarette lighters out of the child's reach; use back burners or keep pot handles turned so they do not extend over edge of range; do not let appliance cords dangle

OBJECTIVE 9

Match injuries and illnesses to basic first-aid procedures. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Do not move victim; summon medical help and the parents immediately

___ 2. Keep child calm and in a sitting position; have child breathe through mouth; press gently against side of nostril for several minutes; if bleeding continues, apply ice packs against back of neck or a cold wet cloth over the nose

___ 3. Keep child warm; cover area with sterile cloth or clean sheet, summon medical attention and parents immediately

___ 4. Cover with gauze or clean bandage; press firmly to stop bleeding; call medical help and the parents immediately

___ 5. Dip area in cold, but not running, water; apply medicine designed for minor burns; do NOT apply butter

___ 6. Clean with soap and water, apply bandage if necessary

___ 7. Keep child from rubbing eye; wash your hands; dislodge object with corner of a clean handkerchief, sterile gauze, or tissue, or lift upper lid and pull it down over lower lid to allow tears to form and wash out object; flush eye with water starting at inside corner of eye and flowing outward

a. Broken bones/dislocation
b. Bruises
c. Minor burns
d. Sprains
e. Serious burns
f. Cramps
g. Minor cuts
h. Serious cuts
i. Nosebleed
j. Objects in eye
k. Splinters
l. Poisoning
m. Animal bites
n. Swallowed objects
o. Choking
p. Abdominal pain (stomach ache)
q. Object in ear or nose

____8. Call doctor and parents immediately; keep container handy; remove or dilute substance on skin or clothing; read the label before attempting any first-aid measures; call the poison control center

____9. Clean area with soap and water; use sterilized tweezers or a needle to remove the object

____10. Wash wound with soap and water; call doctor and parents immediately; get description of animal

____11. Call parents and doctor immediately if object was sharp; if object was not sharp, call parents or hospital emergency room for instructions

____12. If pain is associated with food or drink, keep child quiet and as comfortable as possible; if pain persists or worsens or if fever is suspected, notify parents immediately. If pain is not associated with food or drink, find out if anything else was consumed; if so, call the parents and the doctor or hospital emergency room for instructions

____13. Do not interfere with victim who can speak, cough, or breathe. If the victim cannot speak, cough, or breathe, have someone call medical personnel immediately; stand or kneel behind the child with your arms around the child's waist; make a fist with one hand placing the thumb side against the victim's stomach; grasp your fist with the other hand; press into the stomach with a quick upward thrust; repeat the thrust until the obstruction is expelled or rescue personnel arrive

____14. Do not attempt to remove object unless it is obviously easy to remove; call doctor and parents

NOTICE The following assignment sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Analyze safety hazards in the home.** SCORE ____

OBJECTIVE 11 **Determine basic first-aid responses.** SCORE ____

OBJECTIVE 1

1. h
2. m
3. a
4. j
5. r
6. e
7. s
8. l
9. q
10. b
11. p
12. c
13. n
14. o
15. u
16. v

OBJECTIVE 2

Answer should include any five of the following:

- Churches
- Schools
- Day care homes
- Recreation centers
- Day care centers
- Civic organizations
- Apartment complexes
- Motels and hotels
- Friends and relatives
- Nurseries
- Industrial sites and companies
- Nanny programs
- Self-initiated programs
- Convention centers

- Shopping centers
- Supermarkets
- Groups for special needs children
- Community service agencies

OBJECTIVE 3

Descriptions should include any three of the following:

- Considers the child's needs, wants, and safety
- Remains calm in an emergency and knows how to deal with situations
- Receives training in child care
- Keeps children entertained with planned activities and interaction
- Works well with others
- Likes children
- Is dependable
- Is responsible

OBJECTIVE 4

Answer should include any five of the following:

- Gain work experience
- Gain extra income
- Explore child care careers
- Learn to accept responsibility
- Become less self-centered
- Begin to see how other people live and other homes operate
- Learn about many kinds of people of all ages
- Begin to understand self more through understanding others
- Develop a better understanding of children as individuals
- Learn about parenting

OBJECTIVE 5

1, 2, 4, 5, 6, 7,

OBJECTIVE 6

1. P
2. W
3. P
4. W
5. W
6. W
7. P
8. W
9. W
10. P
11. W
12. P
13. W
14. W

OBJECTIVE 7

2, 4, 6, 7

OBJECTIVE 8

1. c
2. f
3. a
4. d
5. h
6. g

OBJECTIVE 9

1. a
2. i
3. e
4. h
5. c
6. g
7. j
8. l
9. k
10. m
11. n
12. p
13. o
14. q

OBJECTIVE 10	Refer to answers to Assignment Sheet 1.
OBJECTIVE 11	Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

CHILD CARE ACTIVITIES

C II

INTRODUCTION

As a child care worker, it is important that you know how to provide appropriate child care activities. Due to the number of opportunities available to most children today, it is especially necessary for child care workers to play an active role in the development and screening of activities for young children.

UNIT OBJECTIVE

After completing this unit, the student should be able to supervise play activities during child care situations. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Select from a list ways to help children in their play activities.
2. Name benefits of singing songs and playing games with young children.
3. Select from a list characteristics of a good computer software program for young children.
4. Describe the characteristics of a good toy.
5. Select from a list qualities found in a good story for children.
6. Discuss characteristics of an appropriate television program for young children.
7. Evaluate a toy. (Assignment Sheet 1)
8. Evaluate a children's story. (Assignment Sheet 2)
9. Evaluate a television program. (Assignment Sheet 3)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Invite a day care center owner or kindergarten teacher to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Ask the guest speaker to discuss ways to help children in their play activities and to include examples of songs and games used in the child care facility or classroom.
- Encourage students to use recipes on Supplement 1 to make play materials. In addition to the recipes listed on the handout, other recipes and ideas for teaching nutrition can be found in the *Creative Nutrition Education* curriculum listed in the suggested resources.
- Provide students with age-appropriate games and activities which can be found in the Oklahoma State Department of Vocational and Technical Education curriculum guide, *Child Care: Volume I*. Infant games are on pages 17-E to 20-E; toddler activities are on pages 88-E and 89-E; preschool activities are listed on page 155-E and older children's play ideas are included on pages 206-E to 207-E.

Objective 3

- Borrow a software program from the lower elementary grades to show to the class.
- Visit a day care facility or tour an elementary classroom when the children are working on the computer.

Objective 4

- Have students locate newspaper or magazine articles on toys that have been recalled. Display these articles or have students prepare a report to present to the class.
- Display toys that are unsafe.

- Display toys according to age appropriateness.

Objective 5

- Display children's books and stories.
- Have students write a story for young children.

Objective 6

- Show videotapes of children's television shows to help point out desirable and undesirable characteristics.
- Have students develop a list of popular television shows. Use the list as a resource for Assignment Sheet 3.

APPLICATION

Objectives 7 through 10

- Use Assignment Sheet 1 to give students practice in evaluating toys.
- Use Assignment Sheet 2 to give students an opportunity to evaluate children's stories.
- Use Assignment Sheet 3 to give students practice in evaluating television programs.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheets if not previously done.
- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Look at Me!*
- *Special Time/Parent & Child*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order these films from Perennial Education, Inc., 930 Pitner Avenue, Evanston, Illinois 60202.

Publication

- *Creative Nutrition Education—An Integrated Approach*

This publication is available to Oklahoma instructors only from the Oklahoma State Department of Education, Child Nutrition Programs Division, 310 Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599.

UNIT REFERENCES

- Goodman, Debbie Truitt. *Child Care: Volume I*, Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1981.
- Kelly, Joan, and Eubanks, Eddye. *Today's Teen*, 3rd ed. Mission Hills, California: Glencoe Publishing Co., 1988.
- Sawatzky, Joyce. *Home Economics I*, rev.ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

OBJECTIVE 1 1, 5

OBJECTIVE 2 Answer should include any five of the following

- Contributes to good physical and mental health
- Provides fun
- Encourages communication
- Encourages cooperation
- Encourages self-discipline
- Expands vocabulary
- Provides opportunities for cultural experiences
- Provides opportunities to establish good relationships
- Serves as form of play
- Stimulates creativity and imagination

OBJECTIVE 3 2, 4

OBJECTIVE 4 Answer should include any five of the following

- Appropriate for child's age
- Safe
- Nonflammable
- Washable
- Painted with non-toxic and lead-free paint
- Reasonably priced
- Durable
- Versatile
- Encourages creative play
- Related to child's personal interests

OBJECTIVE 5 1, 4

OBJECTIVE 6 Answer should include any five of the following

- Shows more of the world than what the child would normally be able to see
- Gives exposure to ideas and values of other people
- Provides conversation starters
- Insures appropriate formation of morals
- Conveys realistic ideas about illnesses and accidents
- Encourages realistic interpretations of life
- Is free from violence
- Inspires future careers
- Encourages development of abilities and interests
- Encourages active play
- Promotes creativity and development of imagination
- Is free from high-pressure advertising

OBJECTIVE 7 Refer to answers to Assignment Sheet 1.

OBJECTIVE 8 Refer to answers to Assignment Sheet 2.

OBJECTIVE 9 Refer to answers to Assignment Sheet 3.

PRETEST

CHILD CARE ACTIVITIES

C II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Select from the following list ways to help children in their play activities. Write an "X" in the blank before each correct answer.

___ 1. Choose appropriate activities and equipment.

___ 2. Do the activity for the children when asked.

___ 3. Expect the children to play with one toy for a long time.

___ 4. Insist that the children do all the picking up themselves.

___ 5. Use various forms of play.

OBJECTIVE 2

Name five benefits of singing songs and playing games with young children.

____

____

____

____

____

OBJECTIVE 3

Select from the following list characteristics of a good computer software program for young children. Write an "X" in the blank before each correct answer.

___ 1. Challenges children's computer skills

___ 2. Has appealing graphics and sound

___ 3. Has lots of words on screen to encourage reading

___ 4. Is educationally sound

___ 5. Is expensive

OBJECTIVE 4 **Describe five characteristics of a good toy.**

OBJECTIVE 5 **Select from the list below the qualities found in a good story for children.** Write an "X" in the blank before each correct answer.

____1. Teaches something, such as colors, letters, numbers, or values and morals.

____2. Lasts at least 15 minutes.

____3. Contains only places, people, or events known to the children.

____4. Allows children to use their imaginations.

OBJECTIVE 6 **Discuss five things you should look for in an appropriate television program for young children.**

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 7 **Evaluate a toy.** SCORE_____

OBJECTIVE 8 **Evaluate a children's story.** SCORE_____

OBJECTIVE 9 **Evaluate a television program.** SCORE_____

OBJECTIVE 1

Select from a list ways to help children in their play activities.

Children do not have to be taught how to play. They are naturally born "scientists" who want to see, touch, taste, hear, and smell everything in their world. Since this may not always be appropriate or safe, it is necessary for caregivers to help children in their play. Caregivers can best help by following these guidelines.

NOTE: A child's attention span (time interested in one activity) is rarely over 5 to 10 minutes. It is therefore important to offer various forms of play to help keep the child entertained and involved. Some examples of play include songs, games, stories, toys, computers, television programs, fingerpaint, play dough, and simple cooking activities. Supplement 1 gives some actual recipes for making fingerpaint, play dough, and other play materials. A cooking activity is also included.

- Choose appropriate activities and equipment by considering the age, interests, and abilities of the children. Do not expect a child to play very long with any one thing.
- Let the child alone as much as possible but do take time to help the child when help is asked for or needed. Even though it is important to let children play on their own, it is still necessary to monitor their activities.
- When playtime is over, help the children with picking up if needed. Children can put up most of their toys by themselves, but it is more fun to have some help.

OBJECTIVE 2

Name benefits of singing songs and playing games with young children.

- Songs and games, as forms of play, are almost always fun.
- Since they often require activity on the child's part, they contribute to good physical and mental health.
- Songs and games encourage cooperation, self-discipline, and communication. Communication during songs and games establishes good relationships and expands the vocabulary of the child.

- Songs and games stimulate creativity (inventive use of materials) and provide cultural experiences.

OBJECTIVE 3 **Select from a list characteristics of a good computer software program for young children.**

Today's children are living in the technology and information age. Many families have home computers and children are exposed to this technology at very early ages.

- When choosing a software program for young children, look for educational soundness and appropriateness given the ages and abilities of the users.
- It must be easy, as it will not be used if it is too hard to operate.
- An instruction book that tells how to use the program is a must.
- Look for programs that use appealing graphics and sounds and show only a few words on the screen at a time.

OBJECTIVE 4 **Describe characteristics of a good toy.** (Assignment Sheet 1)

Play is to a child as work is to an adult. A good toy helps a child play and learn about the world. Any toy, purchased or handmade, should possess certain characteristics.

- The toy should be appropriate for the age of the child. This will help them develop their body (physical growth), feelings (emotional growth), and intellect (mental growth). A good guide to follow is the recommended age range listed on the product package. If there are no ages listed, compare the toy to a similar one that gives a recommended age range.

  NOTE: The age suggestions serve as a guide for safety precautions. A toy is safe if there are no sharp edges or points, splinters, or removable tiny parts. Infants and toddlers can pull off and swallow tiny parts such as wheels, eyes, bells, buttons, and ribbons.

- Safe toys are also nonflammable, washable, and painted with non-toxic and lead-free paint. Do not give painted toys to infants and toddlers unless the label clearly states that the paints are non-toxic and lead-free.

- A good toy is reasonably priced, durable, and versatile enough to encourage creative play. The toy can be used in more than one way and relates to the personal interests of the child. Personal interests include how the child can see, hear, touch, taste, or smell the toy.

OBJECTIVE 5

Select from a list qualities found in a good story for children. (Assignment Sheet 2)

Reading to children has many benefits. Very young toddlers like to turn pages and look at pictures. Reading a story to an older child will help develop vocabulary, introduce reading skills, and help develop "thinking" skills. The caregiver should look for certain qualities when selecting a good story.

- The story should be colorful and probably should have more pictures than words.
- A story should encourage the child to use or develop an imagination but not so much as to frighten or upset the child.
- The story should contain interesting places, people, or events. These will help keep the child's attention focused on the story.
- There should be no biases or prejudices against sex, race, or handicaps.
- It should teach the child a skill or a value or moral.

  NOTE: In general, choose a story based on the child's age and interests. The length of the story, size of the print, durability of the book, and the words that are used will help determine what age of child would be interested in hearing the story.

OBJECTIVE 6

Discuss characteristics of an appropriate television program for young children. (Assignment Sheet 3)

Television has certainly made an impact on all of society, but especially on young children. Studies have shown that many children watch as much as four to six hours of television a day. It is therefore necessary for parents and child care workers to monitor the television viewing of young children.

- Look for programs that show more of the world than the child would normally be able to see. This exposes the child to ideas and values of other people and provides conversation starters between the caregiver and child.

- It is very important to view the program with the child to insure appropriate formation of morals and to convey realistic ideas about illnesses and accidents.

- Perhaps the best way to avoid unrealistic interpretations is to choose programs that are free from violence which often frighten or upset a child.

- Look for programs that are free from pressure advertising to keep the child from wanting unnecessary products.

- Even though watching television is a passive activity, it inspires future careers and encourages the development of abilities and interests.

- Good television programs encourage more active play at a later time, promote creativity, and encourage the development of the child's imagination.

PLAY MATERIALS

Paints, play dough, and paste are versatile play materials that can be used by children to build or create anything they can imagine. It is not important that what is created actually resembles the real-life object. Play dough, paint, and paste can stretch attention spans, develop imaginations, and foster creativity. The following recipes make for fun activities at play time.

Fingerpaint (4 years old and older)

1/2 cup flour or cornstarch	1/2 cup cold water
1/2 cup hot water	Art color powder or bits of crayon

Measure 1/2 cup flour or cornstarch into saucepan. Mix with cold water and then add hot water. Stir constantly while cooking over low heat. Continue stirring and cooking until mixture bubbles. Stir in small amount of color powder when it boils. Allow to cool.

Cooked Play Dough (3 years old and older)

1 cup water	2 teaspoons cream of tartar
1/3 cup salt	1 Tablespoon vegetable oil
1 cup flour	Food coloring

Mix all ingredients, except food coloring, in a saucepan. Cook 3 minutes over low heat, stirring constantly. Remove from heat when dough turns loose from pan. Add food coloring, a drop at a time until of desired color. Knead to desired consistency.

No-Cook Play Dough (3 years old and older)

1 cup flour	1/2 cup salt
Cold water	Food coloring

Add salt to flour in medium-sized mixing bowl; mix well. Add cold water a tablespoon at a time to make mixture that is the same consistency as pie dough. Add food coloring a drop at a time until of desired color.

Paste

1 1/4 cup water
1/4 cup flour

Mix flour and 1/4 cup cold water in a small bowl. Put the remaining 1 cup water in sauce pan and bring to a boil. Add flour and water mixture to boiling water; stir constantly. Cook until mixture becomes clear. Allow mixture to cool. Store paste in clean jar with lid. Keep leftover paste in refrigerator.

Picture Stickers

1 cup white glue
1/2 cup vinegar

Mix thoroughly. Brush 1 coat of mixture on the back of picture chosen for sticker. Allow to dry. Brush on second coat and again allow to dry. Lick and stick like a postage stamp.

Chocolate Log Roll Candy

Here's something fun to try!

3 cups powdered sugar
2 Tablespoons margarine; softened
2 squares melted unsweetened chocolate (cooled)
3/4 cup dry powdered milk
1/2 cup corn syrup
1 teaspoon vanilla

Mix powdered sugar and powdered milk in a "zip-lock" bag. Add margarine, corn syrup, chocolate, and vanilla. Close bag and knead until well mixed. Remove from bag and shape into balls or log rolls.

NAME ______________________ SCORE ______

OBJECTIVE 7 **Evaluate a toy.**

INTRODUCTION The safety and appropriateness of a toy are major factors in selection. Objective 4 of this unit deals with the characteristics of a good toy. The questions on this assignment sheet emphasize the characteristics.

DIRECTIONS Evaluate a purchased or handmade toy by answering the following questions.

Name or description of toy being evaluated.

____

Age appropriateness

1. What is the suggested age range for use of this toy?

____

2. How was this age range determined?

____

____

Safety

3. Is the toy safe? Why or why not?

____

____

____

____

____

Educational soundness

4. Does the toy allow for and encourage creative play? Why or why not?

5. To what personal interests could the toy relate?

6. Will the toy help to develop the child's body? Why or why not?

Submit this assignment sheet and the toy to your instructor for evaluation.

NAME ______________________________ SCORE ______

OBJECTIVE 8

Evaluate a children's story.

INTRODUCTION

Objective 5 in this unit deals with the qualities found in a good story for children. The questions on this assignment sheet emphasize these qualities.

DIRECTIONS

Choose a children's book to evaluate. Use the following checklist.

Story title ____

1. Does it allow the child to use or develop an imagination? ___

   Why or why not? ______________________________

   ____

2. Does it contain biases?

   Give examples, if any. ______________________________

   ____

3. Is it colorful? ______________________________
4. Does it contain interesting places, people, or events? ______

   Give examples, if any. ______________________________

   ____

5. Does it feature a lot of action? ______________________________

   Give examples, if any. ______________________________

   ____

6. Does it have more pictures than words? ______________

7. Might it frighten or upset the child? ______________________

If yes, in what ways? ______________________________

____

8. What age child might enjoy this story? ________________

____

Why? ____

9. Does it teach something? ________________________

If yes, then what? ______________________________

____

Based on the information above, would you recommend this story for young children? ______________________

Explain your answer ______________________________

____

____

____

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____

ASSIGNMENT SHEET 3

CHILD CARE ACTIVITIES

C II

NAME ________________________________ SCORE ______

OBJECTIVE 9 **Evaluate a television program.**

INTRODUCTION Objective 6 of this unit deals with the characteristics of an appropriate television program for young children. The questions on this assignment sheet emphasize this area.

DIRECTIONS Watch a television program that you feel would be appropriate for young children. Evaluate the program using the checklist below. You should review the questions before viewing the program.

Television program ________________________________

1. What does the program show that would not normally be seen by the child?

   ____

2. What ideas and values are being represented?____________

   ____

3. What ideas about accidents and illnesses are presented?

   ____

4. How many acts of violence are shown? ______________

   Give examples: ________________________

   ____

5. What products are advertised to pressure the viewer into buying something that might be unnecessary?____________

   ____

6. What future careers might be inspired from watching the program?

   ____

7. What activities, abilities, and interests are encouraged from watching the program?

____

8. How was creativity and imagination used in the program?

____

____

Based on your answers, would you recommend this television program for young children? ____________________

Explain your answer.

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ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

1. Answer should be based on age recommendation listed on package or by comparing toy features to another toy with age recommendation given.
2. Listed on package or comparing it to a similar toy with age recommendation given on package.
3. Answers should be based on the toy being free of sharp edges or points, splinters, or removable tiny parts, nonflammable, washable, and use of non-toxic and lead-free paint.
4. Answers should explain how the toy can be used in more than one way, if possible.
5. Answer should include how the toy can relate to the child's interests based on seeing, hearing, touching, tasting, and smelling.
6. Answer should explain how the toy can be used physically, emotionally, and intellectually.

Overall recommendation should be based on criteria listed above.

ASSIGNMENT SHEET 2

Use the following criteria for evaluation.

1. Answer should include "pictures" that might be in the mind of the child.
2. Examples include sex, race, or handicap biases.
3. Evaluate color by looking at book.
4. Answers may include familiar or non-familiar places, people, or events.
5. Review story for action.
6. Review story for number of pictures.
7. Answers should include examples of violence explained in story.

8. Answer should be based on the length of the story, size of print, durability of the book, and the words that are used in the story.
9. Answer should give examples of skills, concepts, ideas, morals, or values.

Overall recommendation should be based on criteria listed above.

ASSIGNMENT SHEET 3

Use the following criteria for evaluation.

1. Answer should include ex [illegible] of things in the world that a child would normally not be [illegible] see.
2. Answers should include examples of ideas and values of other people.
3. Answer may include accurate or inaccurate ideas about accidents and illnesses.
4. Examples of violence include using guns, knives, or other equipment inappropriately. Violence would also include any form of physical or mental abuse.
5. Answers may include foods that are not nutritious, such as cookies, cakes, and presweetened cereal or unsafe toys such as those with small removable parts.
6. Any appropriate career may be included in the answer.
7. Answer could include various activities that could be done after viewing the program, abilities of the child considering age and body development, and the interests of the child.
8. Answers could include creative use by using information presented in more than one way. Imagination conveyed during the program would be ways the program encourages children to form "pictures" in their minds.

Overall recommendation should be based on the criteria listed above.

WRITTEN TEST

CHILD CARE ACTIVITIES

C II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Select from the list below ways to help children in their play activities. Write an "X" in the blank before each correct answer.

___ 1. Do the activity for the children when asked.

___ 2. Use various forms of play.

___ 3. Choose appropriate activities and equipment.

___ 4. Expect the children to play with one toy for a long time.

___ 5. Insist that the children do all the picking up themselves.

OBJECTIVE 2

Name five benefits of singing songs and playing games with young children.

____

____

____

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____

OBJECTIVE 3

Select from the list below characteristics of a good computer software program for young children. Write an "X" in the blank before each correct answer.

___ 1. Is expensive

___ 2. Has appealing graphics and sound

___ 3. Challenges children's computer skills

___ 4. Is educationally sound

___ 5. Has lots of words on screen to encourage reading

OBJECTIVE 4 **Describe five characteristics of a good toy.**

____

____

____

____

____

OBJECTIVE 5 **Select from the list below qualities found in a good story for children.** Write an "X" in the blank before each correct answer.

____1. Features a lot of action

____2. Is a good scary story

____3. Has a lot of words and not very many pictures

____4. Is colorful

____5. Suits the children's ages

OBJECTIVE 6 **Discuss five characteristics of an appropriate television program for young children to view.**

____

____

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____

____

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7 **Evaluate a toy.** SCORE_____

OBJECTIVE 8 **Evaluate a children's story.** SCORE_____

OBJECTIVE 9 **Evaluate a television program.** SCORE_____

OBJECTIVE 1 2, 3

OBJECTIVE 2 Answer should include any five of the following

- Contributes to good physical and mental health
- Provides fun
- Encourages communication
- Encourages cooperation
- Encourages self-discipline
- Expands vocabulary
- Provides opportunities for cultural experiences
- Provides opportunities to establish good relationships
- Serves as forms of play
- Stimulates creativity and imagination

OBJECTIVE 3 2, 4

OBJECTIVE 4 Answer should include any five of the following

- Appropriate for child's age
- Safe
- Nonflammable
- Washable
- Painted with non-toxic and lead-free paint
- Reasonably priced
- Durable
- Versatile
- Encourages creative play
- Relates to child's personal interests

OBJECTIVE 5	1, 4, 5
OBJECTIVE 6	Answer should include any five of the following • Shows more of the world than the child would normally be able to see • Exposes ideas and values of other people • Provides conversation starters • Insures appropriate formation of morals • Conveys realistic ideas about illnesses and accidents • Encourages realistic interpretations of life • Is free from violence • Inspires future careers • Encourages development of abilities and interests • Encourages active play • Promotes creativity and development of imagination • Is free from pressure advertising
OBJECTIVE 7	Refer to answers to Assignment Sheet 1.
OBJECTIVE 8	Refer to answers to Assignment Sheet 2.
OBJECTIVE 9	Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

PATTERN AND FABRIC SELECTION

D I

INTRODUCTION

Clothing construction is a very traditional skill taught in most home economics classrooms. In order to be proud of any garment you make, you must first be concerned with pattern and fabric selection.

UNIT OBJECTIVE

After completing this unit, the student should be able to select a suitable pattern and fabric for a clothing construction project. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with pattern and fabric selection to their correct definitions.
2. Name pattern figure types.
3. Describe how and where to take various body measurements.
4. Match garment styles to body measurements that determine pattern size selection.
5. Select from a list factors to consider in choosing garment style.
6. Match designs to their optical illusions.
7. Select from a list information found on a pattern envelope.
8. Name factors to consider in selecting fabrics.
9. List items to consider in determining clothing construction costs.
10. Explain ways to test fabric construction.
11. List types of fabrics that require extra yardage.
12. Determine personal pattern figure type and size. (Assignment Sheet 1)
13. Determine vital pattern and fabric shopping information. (Assignment Sheet 2)
14. Complete garment fact sheet. (Assignment Sheet 3)

PREPARATION

- Order materials listed in suggested resources.
- Invite guest speakers.
  - Ask a fabric store manager or owner to speak to the class.
  - Invite lingerie department personnel to be a guest speaker.

NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 4

- Demonstrate to students proper procedures for taking body measurements.
- Demonstrate to students how pattern alterations help the pattern better fit the body measurements.
- Distribute brochure "One of a Kind" that teaches how to determine body type.
- Distribute supplements.

Supplement 1—Female Body Types

Supplement 2—Body Measurements

Supplement 3—Pattern Figure Type Descriptions and Size Range Chart

Objectives 5 and 6

- Show students or invite resource person from lingerie department to demonstrate the selection and importance of foundation garments.
- Collect drawings or pictures of clothing down through the centuries; have student identify the garment styles and optical illusions.

Objectives 7 through 11

- Make a list of patterns and fabrics that are acceptable for construction projects.

- Share pattern company educational kit information with students.
- Have fabric store manager speak to the class on fabric selection.
- Have students compare costs of constructed garments to similar ready-made garments.
- Go on a field trip to a fabric store or fabric department.
- Collect samples of different fabrics; have students "practice test" a fabric in manner described in Objective 9

APPLICATION

Objectives 12 through 14

- Use Assignment Sheet 1 to give students an opportunity to determine their personal pattern figure type and size.
- Use Assignment Sheet 2 to give students practice in determining vital pattern and fabric shopping information.
- Use Assignment Sheet 3 to give students an opportunity to determine clothing construction costs.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- *McCall's Educational Kit* is available by writing the McCall Pattern Co., Educational Department, P.O. Box 9119, Manhattan, Kansas 60502.
- *Simplicity Teaching Kit* is available by writing the Simplicity Pattern Co., Inc., Educational Department, 200 Madison Avenue, New York, New York 10016.
- *One of a Kind* is available for a small fee from American Home Sewing Association, 1375 Broadway, Department ff, New York, New York 10018.

UNIT REFERENCES

- *Complete Guide to Sewing*. Pleasantville, New York: The Reader's Digest Association, Inc., 1981.
- Geis, Audrey J. *Basic Clothing*, Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Mid-America Vocational Curriculum Consortium, Inc., 1985.
- Halmes, Ellen and Truitt, Debbie. *Custom Sewing*, Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1980.
- Lyle, Dorothy S. and Brinkley, Jeanne. *Contemporary Clothing*, Peoria, Illinois: Bennett Publishing Company, 1983.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS | PATTERN AND FABRIC SELECTION | D I

OBJECTIVE 1

1. q
2. g
3. k
4. f
5. d
6. a
7. p
8. m
9. o
10. j
11. i
12. r

OBJECTIVE 2

Answers should include any five of the following

- Young junior/teen
- Junior petite
- Junior
- Miss petite
- Misses
- Half-size
- Women's
- Boys'
- Teen-boys'
- Men's

OBJECTIVE 3

- Waist measurement is taken where string tied around waist stays or where pant waistband rests. Keep one finger behind tape to allow for needed design ease.
- Hip measurement is taken at the fullest part; usually about 7 to 9 inches below the waist

- Height measurement is taken while standing against a wall in stocking feet with heels flat on floor and back against the wall. Place a ruler on top of head, parallel to the floor, and mark where the ruler touches the wall. Measure from the mark to the floor.

OBJECTIVE 4

1. a, b, g
2. c
3. f, h
4. e
5. d

OBJECTIVE 5

2, 3, 4, 5

OBJECTIVE 6

1. a
2. b
3. a
4. a
5. b
6. a
7. a
8. c
9. a

OBJECTIVE 7

1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13

OBJECTIVE 8

Answer should include any five of the following

- Suggested fabrics on pattern envelope
- Stretchability of knits
- Color
- Texture
- Design
- Fabric width
- Fabric construction

- Fabric finish
- Availability of notions
- Cost
- Fabric care requirements

OBJECTIVE 9

Answer should include any five of the following

- Fabric
- Pattern
- Zipper
- Thread
- Interfacing
- Fasteners
- Other notions

OBJECTIVE 10

Answer should include any two of the following

- Check the cut edge of the cloth; if the edge ravels or frays easily, special sewing techniques will be required to finish the seams
- Check whether the fabric is knit or woven. Some patterns are designed for knits only and the knit stretchability test should be performed. The back of the pattern envelope will show you how. In general, knits are easier to use for construction than woven fabrics
- Crush a corner of the fabric in your hand for several seconds and release it; if the fabric holds wrinkles easily, there will be a need for frequent touch-up ironings to maintain a fresh look
- Hold a piece of cloth between the thumb and first finger of each hand and stretch it; if the fibers separate easily when pulled, the garment may pull at seams
- Look closely at the grainline; yarns should meet at right angles for the fabric to be grain perfect. If the cloth is printed, woven, or cut off-grain the hang of the garment will be affected. Never buy fabric that is off-grain; in most cases it cannot be corrected

OBJECTIVE 11	Answer should include any five of the following • Large prints • Plaids • Stripes • Napped fabrics • One-direction prints • Some textures • Some knits
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.
OBJECTIVE 13	Refer to answers to Assignment Sheet 2.
OBJECTIVE 14	Refer to answers to Assignment Sheet 3.

PRETEST

PATTERN AND FABRIC SELECTION

D I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with pattern and fabric selection to their correct definitions. Write the correct letters in the blanks.

___ 1. Amount of fabric necessary to make a particular project

___ 2. An element of design which gives a sense of motion and direction to a fabric or garment

___ 3. Appearance that is different from the way something actually is

___ 4. Direction of lengthwise or crosswise yarns in a piece of fabric

___ 5. Distance between selvages of a fabric

___ 6. Extra room built into pattern for wearing comfort

___ 7. Fabric constructed by interlacing yarns at right angles to each other

___ 8. Fabric constructed by looping yarns together, pulling one loop through another

___ 9. Silhouette or outline of a piece of clothing

__ 10. Small items needed to make and finish a garment

__ 11. Soft or fuzzy surface on the right side of a fabric

__ 12. Surface quality of a fabric

a. Design ease

b. Details

c. Fabric

d. Fabric width

e. Figure type

f. Grainline

g. Lines

h. Measurements

i. Nap

j. Notions

k. Optical illusion

l. Pattern

m. Knit fabric

n. Selvage

o. Shape of garment

p. Woven fabrics

q. Yardage

r. Texture

OBJECTIVE 2

Name five adult pattern figure types.

OBJECTIVE 3

Describe how and where to take various body measurements.

1. When taking measurements to determine pattern size, how and where do you take the waist measurement?

2. How and where do you take the hip measurement?

3. How and where do you take the height measurement?

OBJECTIVE 4

Match garment styles to body measurements that determine pattern size selection. Write the correct letters in the blanks. (Be sure to use each letter. Some numbers will have more than one answer.)

___ 1. Bust measurement
___ 2. Chest measurement
___ 3. Hip measurement
___ 4. Neck measurement
___ 5. Waist measurement

a. Blouse
b. Dress
c. Men's jacket
d. Men's pants
e. Men's shirt
f. Skirt
g. Women's jacket
h. Women's pants

OBJECTIVE 5

Select from the following list factors to consider in choosing garment style. Write an "X" in the blank before each correct answer.

___ 1. Color of fabric
___ 2. Difficulty of construction
___ 3. Existing wardrobe
___ 4. Lines in design
___ 5. Need for garment
___ 6. Texture of fabric
___ 7. Desire for garment

OBJECTIVE 6 **Match designs to their optical illusions.** Write the correct letter in the blanks. You may use each letter more than once.

____1. Bulky fabrics
____2. Cool, subdued, dark colors
____3. Crisp fabrics
____4. Curved lines
____5. Dull textures
____6. Large prints
____7. Shiny textures
____8. Vertical lines
____9. Warm, bright, light colors

a. Body looks larger
b. Body looks smaller
c. Body looks taller

OBJECTIVE 7 **Select from the following list information found on a pattern envelope.** Write an "X" in the blank before each correct answer.

____1. Description of garment
____2. Difficulty of construction
____3. Fabric care information
____4. Garment design
____5. Name of pattern company
____6. Number of pieces in envelope
____7. Pattern number
____8. Pictures of the garment
____9. Price of the pattern
___10. Sewing notions needed
___11. Size and figure type
___12. Suggested fabrics
___13. Yardage chart
___14. Your body measurements
___15. Your figure type

OBJECTIVE 8 **Name five factors to consider in selecting fabrics.**

OBJECTIVE 9 **List five items to consider in determining clothing construction costs.**

OBJECTIVE 10 **Explain ways to test fabric construction.**

OBJECTIVE 11 **List five types of fabrics that require extra yardage.**

____

____

____

____

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 12 **Determine personal pattern figure type and size.** SCORE_____

OBJECTIVE 13 **Determine vital pattern and fabric shopping information.** SCORE_____

OBJECTIVE 14 **Complete garment fact sheet.** SCORE_____

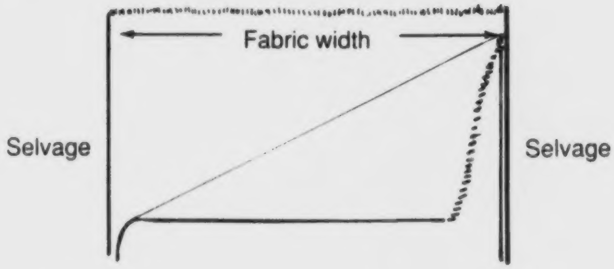
OBJECTIVE 1

Match terms associated with pattern and fabric selection to their correct definitions.

- **Design ease**—Extra room built into pattern for wearing comfort
- **Fabric width**—Distance between selvages of fabric (Figure 1)

  Examples: 36 in., 45 in., 58 in.

  FIGURE 1



- **Grainline**—Direction of lengthwise or crosswise yarns in a piece of fabric
- **Knit fabrics**—Fabrics constructed by looping yarns together, pulling one loop through another
- **Lines**—An element of design which gives a sense of motion and direction to a fabric or garment
- **Nap**—Soft or fuzzy surface on the right side of a fabric
- **Notions**—Small items needed to make and finish a garment
- **Optical illusion**—Appearance that is different from the way something actually is
- **Shape of garment**—Silhouette or outline of a piece of clothing
- **Texture**—Surface quality of a fabric
- **Yardage**—Amount of fabric necessary to make a particular project

- **Woven fabric**—Fabric constructed by interlacing yarns at right angles to each other

OBJECTIVE 2

Name pattern figure types.

As you may have noticed, people come in different sizes and shapes. Therefore, patterns must also come in different sizes and figure types to help insure as good a fit as possible. Supplement 1 shows examples of female figure types. Male figure types are basically the same. Boys' sizes are designed for a young, growing figure. Teen-boys' sizes are for youth that have not yet reached adult proportions. Men's sizes are for a mature figure of about 5'10" in height. Supplement 3 includes descriptions of the pattern figure types. Assignment Sheet 1 will allow you to determine your own figure type.

Figure types for female patterns

- Young junior/teen
- Junior petite
- Junior
- Miss petite
- Misses
- Half-size
- Women's

Figure types for male patterns

- Boys'
- Teen boys'
- Mens'

OBJECTIVE 3

Describe how and where to take various body measurements.

To determine your correct body type and size you will need to know various body measurements. Get a partner to take and record your measurements, as it is almost impossible to accurately measure yourself. Wear only undergarments when you are being measured and use a flexible 60-inch tape measure.

Keep the tape tight, but not so much that it squeezes the body. Supplement 2 shows actual positions on the body where measurements are to be taken and allows you to actually record your own measurements. Assignment Sheet 1 will require this information.

Females

- Bust measurement is taken over the fullest part of the bust with the tape measure going straight across the back.
- Waist measurement is taken by first determining where the actual waistline is. The best way to find the waistline is to tie a string around your middle; the string will naturally stay at the actual waistline. Then, put the tape over the string pulling to a snug fit while placing one finger under the tape to allow for needed design ease.
- Hip measurement is taken at the fullest part, usually about 7 to 9 inches below the waist.
- Back waist length measurement is taken from the large bone at the base of the neck, down the middle of the back, to the waist.
- Height measurement is taken while standing against a wall in stocking feet with heels flat on the floor and back against the wall. Place a ruler on top of the head, parallel to the floor, and mark where the ruler touches the wall. Measure from the mark to the floor.

Males

- Chest measurement is taken around the fullest part of the chest, keeping the tape straight across the shoulder blades.
- Waist measurement is taken with the tape measure placed where pants' waistband rests. Keep one finger behind tape to allow for needed design ease.
- Hip measurement is taken around the fullest part of the seat.
- Neck measurement is taken around fullest part of neck at Adam's apple; add 1/2 inch.
- Sleeve length measurement is taken from bone at base of neck, across the shoulder, along back of arm, over bent elbow and down to the wrist

- Height measurement is taken the same as for a female as described above.

OBJECTIVE 4 **Match garment styles to body measurements that determine pattern size selection.**

Once you've taken your measurements and discovered your personal pattern figure type, you will need to determine the pattern size to purchase. Pattern sizes are determined by body measurements and garment style. Supplement 3 lists the various pattern figure types size range charts. Assignment Sheet 1 will require you to determine your personal pattern size.

- A dress, blouse, or jacket size is selected by the bust measurement for females. A female's skirt or pants size is determined by the hip measurement. Patterns that include both blouses and skirts, etc., should be purchased based on the bust measurement.
- A man's jacket or coat size is based on the chest measurement. A man's shirt is based on the neck measurement. Men's pants pattern size is based on the waist measurement. Patterns that include both jacket or shirt and pants should be chosen according to the chest measurement.

OBJECTIVE 5 **Select from a list factors to consider in choosing garment styles.**

When choosing a clothing construction project, there are several factors you must consider.

- Consider your existing wardrobe. Will you be able to wear the garment with other items of clothing you already have? Think about whether or not you really need the garment. If it is needed, it will probably be worn more and worth your effort, time, and money.
- Consider the types of lines in the design. Will the garment look good on you?
- Consider the difficulty of construction. Patterns are categorized according to different levels of sewing abilities. A simple pattern design is recommended for beginners.

OBJECTIVE 6

Match designs to their optical illusions.

Pattern designs and designs incorporated into fabrics affect the way the garment will look on the body.

- Warm, bright, and light colors make the body look larger.

  NOTE: Reds, yellow, and oranges are warm colors.

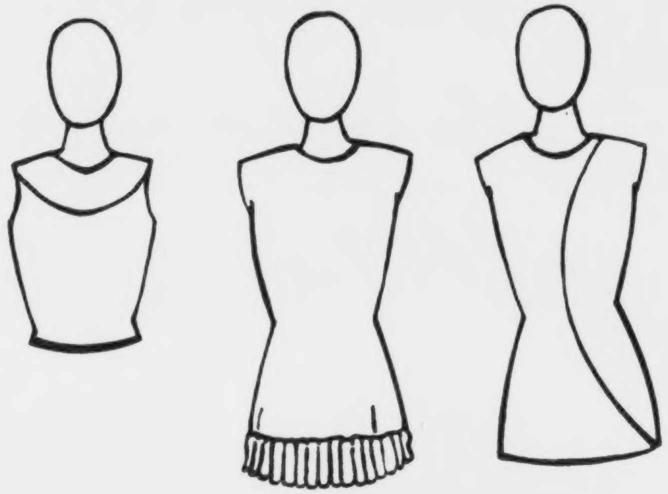
- Cool, subdued (gray added), and dark colors make the figure look smaller.

  NOTE: Blues, greens, and violets are cool colors.

- Curved lines that are rounded or that have no straight parts tend to draw attention to and increase the apparent size and shape of a person's figure.

  Examples: Round collars, curved seams and darts, ruffles, gathers. (Figure 2)

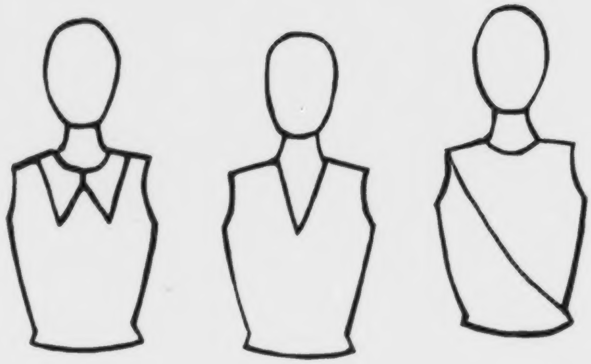
  FIGURE 2



- Diagonal lines (not vertical or horizontal) make a short person look taller and a small person look larger. They draw attention to the area where they are used. The more vertical the diagonal line, the more slenderizing the effect; the more horizontal the diagonal line, the more broadening the effect.

Examples: Long pointed collar, bias cut seams, wrap around dress, V-neckline (Figure 3)

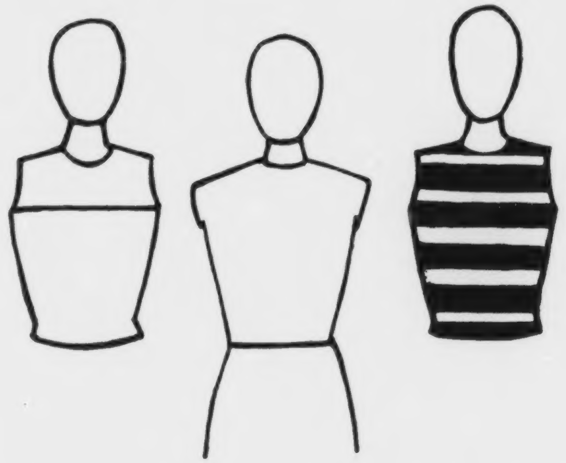
FIGURE 3



- Horizontal lines usually make people look shorter and broader.

Examples: Waistline seams, belts, square yokes, horizontal striped fabric (Figure 4)

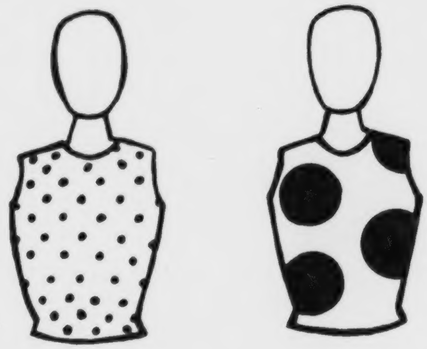
FIGURE 4



- Print of the garment fabric affects how the garment appears on the body. A large print makes the figure look larger and heavier. (Figure 5)

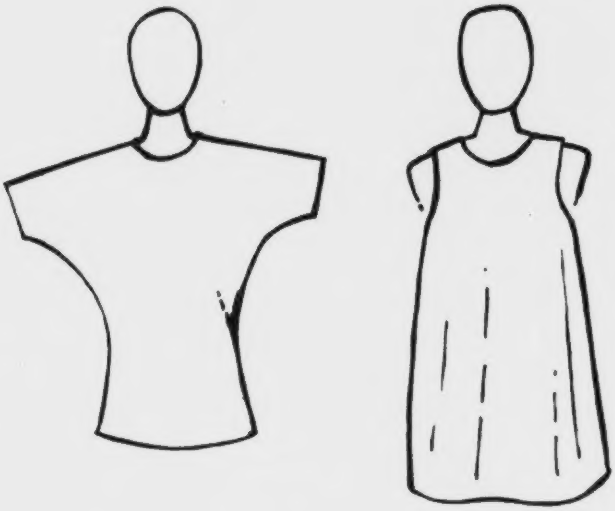
NOTE: Proportion of the design to the body figure should be considered. A small print on a large figure or a large print on a small figure looks out of balance.

FIGURE 5



- Garment shape can emphasize or camouflage physical characteristics. Narrow rectangular shapes, when the top and bottom widths are fairly equal, make the body look smaller than wide, boxy, rectangular shapes. Wide triangular shapes, where the garment is wider at the top than at the bottom help decrease apparent height. Narrow triangular shapes, where the garment is smaller at the top than at the bottom make the body look smaller (Figure 6)

FIGURE 6

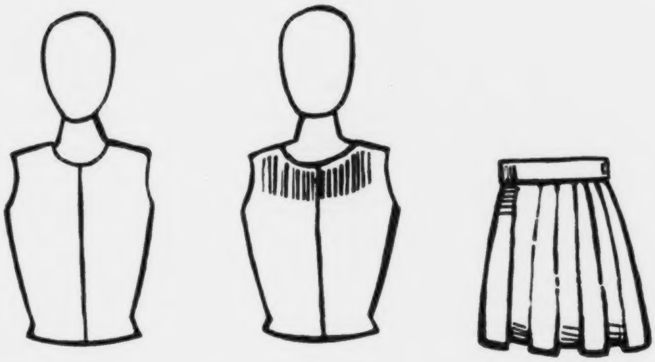


- Texture of the fabric affects the apparent body size. A shiny fabric makes the figure look larger. A dull texture makes the figure appear smaller. Bulky fabrics and crisp fabrics make the body appear larger.

- Vertical lines usually make a person look taller and slimmer.

  Examples: Vertical seams, tucks, pleats, vertical striped fabric (Figure 7)

FIGURE 7



OBJECTIVE 7

Select from a list information found on a pattern envelope. (Assignment Sheet 2)

Once you have determined your pattern figure type, body measurements, and considered garment design, it will be time to shop for a pattern. Most fabric stores sell patterns. There is usually a table or counter where pattern company books are displayed. The books show the various patterns published by each particular company. After making a selection from the book, you or a store clerk will get the actual pattern for you to study. The pattern envelope contains many pieces of valuable information. On the envelope you will find the following:

- Pictures of the garments, front and back
- Pattern number
- Size and figure type
- Price of the pattern
- Name of pattern company

- Difficulty of construction
- Number of pieces in envelope
- Special instructions for different types of fabrics
- Sewing notions needed
- Suitable fabrics
- Body measurement and size chart
- Yardage chart, based on fabric width
- Description of the garment
- Finished garment widths and lengths
- Knit stretchability gauge, if the pattern is suitable only for knit fabrics

OBJECTIVE 8

Name factors to consider in selecting fabrics.

Once you have chosen a pattern, it is appropriate to then select your fabric. There are several factors you will consider.

- The pattern envelope list of suitable fabrics will help you choose a fabric that will best suit the pattern design.
- If the pattern is designed for stretch knits only you certainly need to consider the stretchability of the fabric before purchasing. Some patterns can use either knit or woven fabrics.
- Color, texture, and fabric design are important. In fact, some patterns state on the envelope that they are not suitable for diagonal, striped, or plaid fabrics.
- Some fabrics require extra yardage or a certain fabric width and these may determine whether or not it is an appropriate selection.
- Fabric construction and finish and the availability of notions need to be considered.
- Cost and care requirements of the fabric are important to consider.

OBJECTIVE 9

List items to consider in determining clothing construction costs.

Constructing a garment takes time, energy, and money. A sewing machine is a very expensive piece of equipment and even small sewing equipment such as scissors, pins, and tape measure can easily add up to a substantial amount of money. This equipment, however, can be used over and over again. For this reason, the actual cost of a garment is based on the following expenses:

- Fabric
- Pattern
- Thread
- Zipper
- Interfacing
- Fasteners
- Other notions

You will need to consider these costs when planning pattern and fabric selection. Assignment Sheet 3 provides you an opportunity to calculate garment costs.

OBJECTIVE 10

Explain ways to test fabric construction.

The way the fabric is made will affect the construction and wearability of the garment. Some fabrics are easier to work with than others and some fabrics wear better and last longer than other fabrics. There are five ways to test fabrics while at the store.

- Check the cut edge of the cloth; if the edge ravels or frays easily, special sewing techniques will be required to finish the seams.
- Check whether the fabric is knit or woven. Some patterns are designed for knits only and the knit stretchability test should be performed. The back of the pattern envelope will show you how. In general, knits are easier to use for construction than woven fabrics.

- Crush a corner of the fabric in your hand for several seconds and release it. If the fabric holds wrinkles easily there will be a need for frequent touch-up ironings to maintain a fresh look.
- Hold a piece of cloth between the thumb and first finger of each hand and stretch it; if the fibers separate easily when pulled, the garment may pull at the seams.
- Look closely at the grainline; yarns should meet at right angles for the fabric to be grain perfect. If the cloth is printed, woven, or cut off-grain, the hang of the garment will be affected. Never buy fabric that is off grain. In most cases it cannot be corrected.

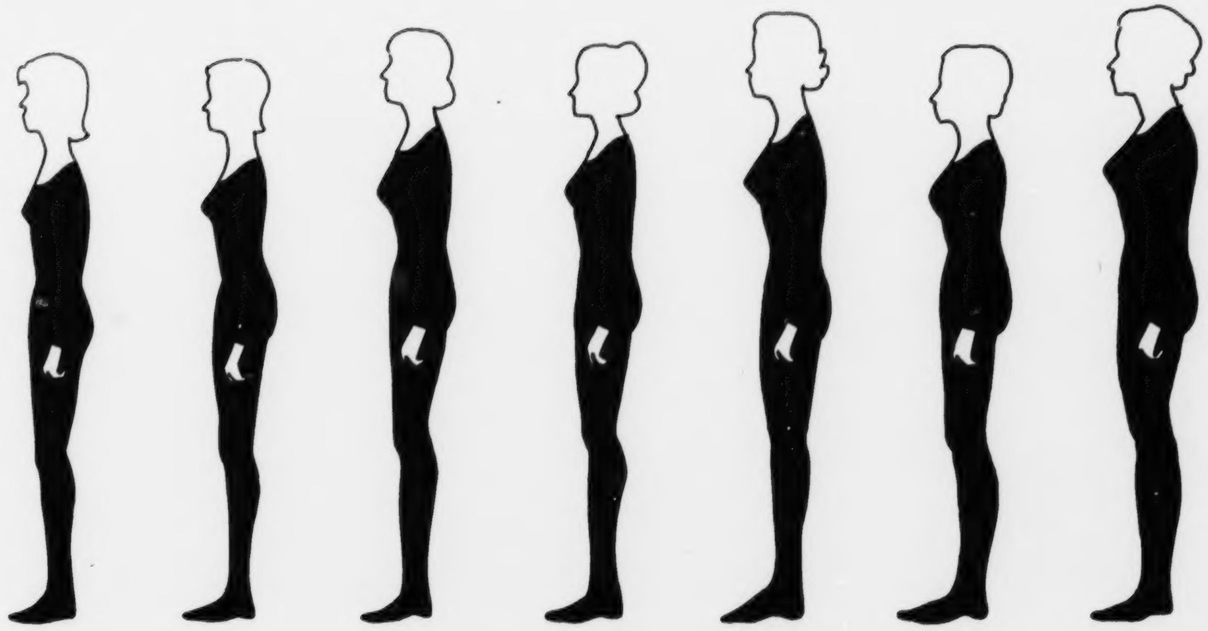
OBJECTIVE 11

List types of fabrics that require extra yardage.

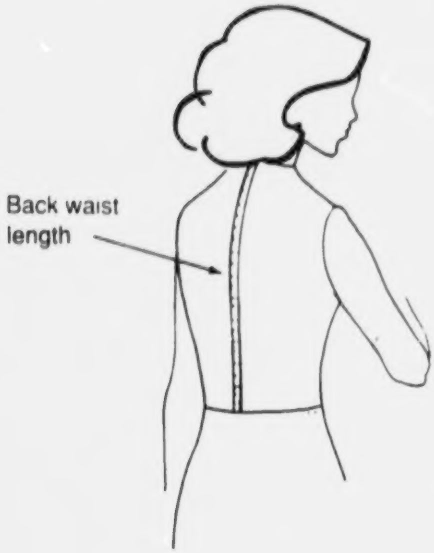
Some fabrics require that extra yardage be purchased to insure having enough to cut out the pattern.

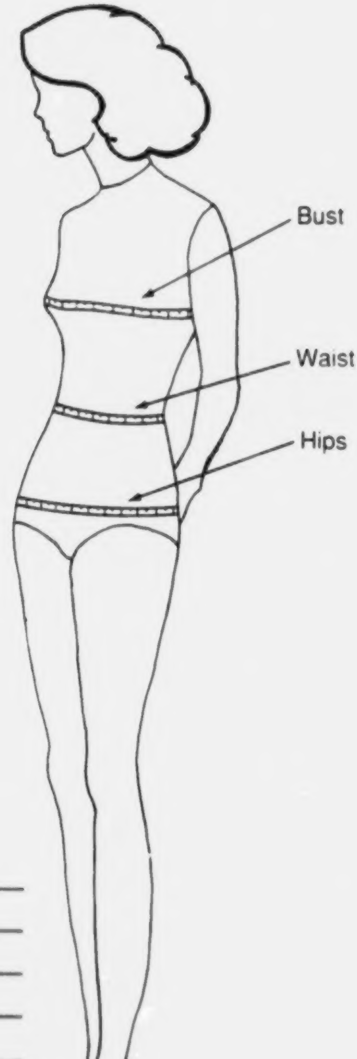
- Large prints, plaids, and stripes require extra yardage to match the print on the seams of the garment pieces in order to look balanced and pleasing to the eye.
- Napped fabrics, one-direction prints, and some textured and knit fabrics require extra yardage as the pattern pieces must be laid in one direction to keep light reflection from distorting the appearance of different sections of the garment.

FEMALE FIGURE TYPES


Young Jr./Teen
Junior Petite
Junior
Miss Petite
Misses'
Half-Size
Women's

BODY MEASUREMENTS


Back waist length


Bust
Waist
Hips

Your measurements:

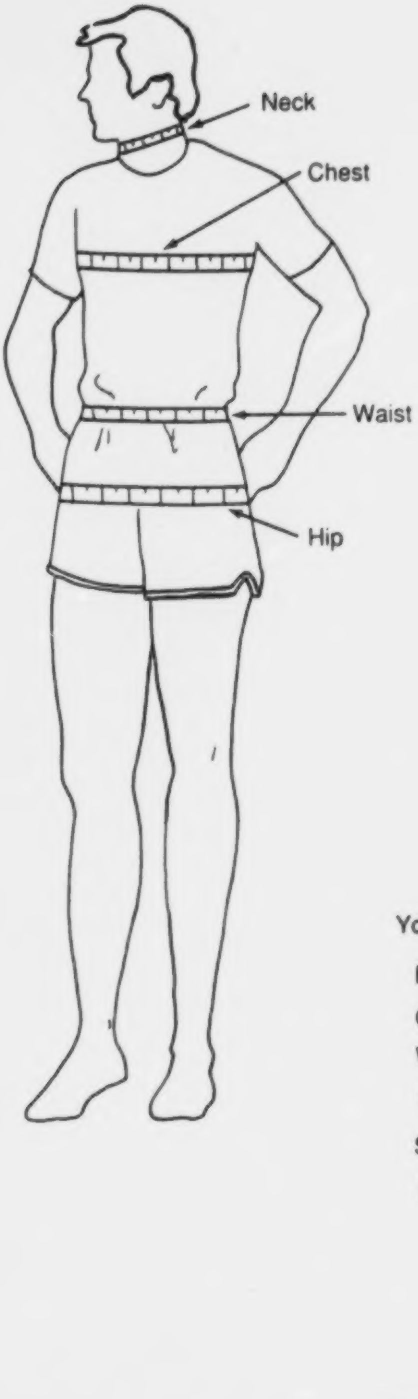
Bust ______________________________

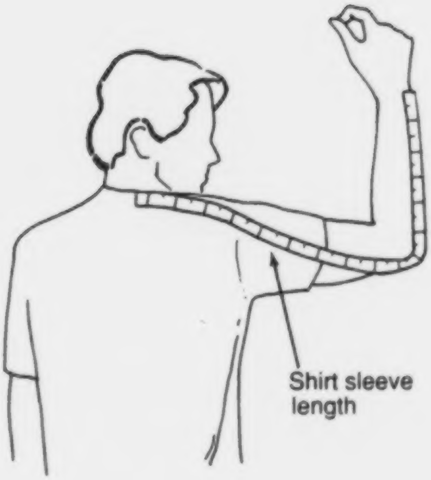
Waist ______________________________

Hips ______________________________

Back waist length ______________________________

Height ______________________________


Neck
Chest
Waist
Hip


Shirt sleeve length

Your Measurements:

Neck + 1/2 inch ____________________

Chest ____________________

Waist ____________________

Hip ____________________

Shirt sleeve length ____________________

Height ____________________

PATTERN FIGURE TYPE DESCRIPTIONS AND SIZE RANGE CHARTS

Young Junior/Teen — about 5' to 5'3"; the developing teen and pre-teen, with a small high bust, and a larger waist in proportion to the bust.

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30½	32	33½	35
Waist	22	23	24	25	26	27
Hip	31	32	33½	35	36½	38
Back Waist Length	13½	14	14½	15	15½	15¾

Junior Petite — about 5' to 5'1"; short, well-developed figure, with small body structure, and a shorter waist length than any other type.

Size	3JP	5JP	7JP	9JP	11JP	13JP
Bust	30½	31	32	33	34	35
Waist	22	22½	23½	24½	25½	26½
Hip	31½	32	33	34	35	36
Back Waist Length	14	14¼	14½	14¾	15	15¼

Junior — about 5'4" to 5'5"; well-developed figure slightly shorter than a Miss in waist length and height.

Size	5	7	9	11	13	15
Bust	30	31	32	33½	35	37
Waist	21½	22½	23½	24½	26	28
Hip	32	33	34	35½	37	39
Back Waist Length	15	15¼	15½	15¾	16	16¼

Miss Petite — about 5'2" to 5'3"; shorter figure than a Miss, with a waist length in between corresponding sizes of Miss and Junior Petite.

Size	6mp	8mp	10mp	12mp	14mp	16mp
Bust	30½	31½	32½	34	36	38
Waist	22½	23½	24½	26	27½	29½
Hip	32½	33½	34½	36	38	40
Back Waist Length	14½	14¾	15	15¼	15½	15¾

Misses — about 5'5" to 5'8"; the average figure, well-developed, and well-proportioned, and the tallest figure type.

Size	6	8	10	12	14	16	18	20
Bust	30½	31½	32½	34	36	38	40	42
Waist	22	23	24	25½	27	29	31	33
Hip	32½	33½	34½	36	38	40	42	44
Back Waist Length	15½	15¾	16	16¼	16½	16¾	17	17¼

Half-Size — about 5'2" to 5'3"; fully developed figure, shorter and with narrower shoulders than a Miss, with a larger waist in proportion to the bust than any other mature figure type.

Size	10½	12½	14½	16½	18½	20½	22½	24½
Bust	33	35	37	39	41	43	45	47
Waist	26	28	30	32	34	36½	39	41½
Hip	35	37	39	41	43	45½	48	50½
Back Waist Length	15	15¼	15½	15¾	16	16	16¼	16¼

Womens — about 5'5" to 5'6"; larger, more mature figure than a Miss, with about same height, fuller back; all measurements are proportionately larger than those of a Miss.

Size	38	40	42	44	46	48	50
Bust	42	44	46	48	50	52	54
Waist	34	36	38	40½	43	45½	48
Hip	44	46	48	50	52	54	56
Back Waist Length	17¼	17½	17½	17½	17¾	18	18

Boys — growing boy, chest measurements from 26 to 30 inches.

Teen-Boys — growing boy, chest measurements from 32 to 36½ inches.

Size	7	8	10	12	14	16	18	20
Chest	26	27	28	30	32	33½	35	36½
Waist	23	24	25	26	27	28	29	30
Hip (seat)	27	28	29½	31	32½	34	35½	37
Neck	11¾	12	12½	13	13½	14	14½	15
Height	48	50	54	58	61	64	66	68

Men — chest measurements from 34 to 48 inches, height about 5'10" (for men or boys taller than 5'10", lengthen sleeves and/or pants legs.)

Size	34	36	38	40	42	44	46	48
Chest	34	36	38	40	42	44	46	48
Waist	28	30	32	34	36	39	42	44
Hip (seat)	35	37	39	41	43	45	47	49
Neck	14	14½	15	15½	16	16½	17	17½
Sleeve Length	32	32	33	33	34	34	35	35

ASSIGNMENT SHEET 1

PATTERN AND FABRIC SELECTION

D I

NAME ______________________________ SCORE _______

OBJECTIVE 12 **Determine personal pattern figure type and size.**

INTRODUCTION Objectives 2 through 4 and Supplements 1 though 3 deal with pattern figure types and body measurements. The questions on this assignment sheet will help you determine your personal figure type and size.

DIRECTIONS Complete the following activity.

1. Record your measurements taken on Supplement 2 in the space provided below.

Body Part (5 for female, 6 for male)	My Measurements
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

2. Using the information above and the pattern figure types shown and explained on Supplements 1 and 3, determine your personal pattern figure type. In what figure type do you feel you belong?

   ____

3. Why?

   ____

   ____

   ____

Now that your pattern figure has been determined, it is now appropriate to select the proper pattern size within the figure type. Using your body measurements, the figure type determined in question 2, the size range charts on Supplement 3, and the information learned in Objective 4, determine your personal pattern size for the following garments.

4. **Females only**

   a. What pattern size would you choose for a blouse?

   ____

   Why?

   ____

   ____

   b. What pattern size would you choose for a skirt?

   ____

   Why?

   ____

   ____

   c. What size would you choose for a pattern that includes both a blouse and skirt?

   ____

   Why?

   ____

   ____

   Males only

   a. What pattern size would you choose for a jacket?

   ____

   Why?

   ____

   ____

b. What pattern size would you choose for a shirt?

____

Why?

____

____

c. What size would you choose for a pattern that includes a jacket and pants?

____

Why?

____

____

NAME ______________________ SCORE ______

OBJECTIVE 13 **Determine vital pattern and fabric shopping information.**

INTRODUCTION Objective 7 deals with the information found on a pattern envelope. The questions on this assignment sheet emphasize this area.

DIRECTIONS Use the reproductions of the pattern envelopes to answer the following questions.

Pattern A

1. What is the pattern size?

   ____

2. What are suitable fabrics for the top?

   ____

   ____

3. How much 45-inch fabric is required for the shorts?

   ____

4. What notions are needed for the shorts?

   ____

   ____

5. Does the pattern require interfacing? If so, what type and how much?

   ____

   ____

6. What is the approximate chest or bust measurement of the person who will use this pattern?

   ____

7. What was the cost of the pattern?

8. What pattern figure type(s) is this pattern?

9. Write the description of the garments.

10. What is the finished measurement at hipline for the top?

Pattern B

11. What is the pattern size?

12. What are suitable fabrics for the garment?

13. How much 60-inch fabric is required for Robe, View D?

14. What is the approximate hip measurement of the person who will use this pattern?

15. Write the description of the garment.

16. What is the name of the pattern company?

____

17. What is the finished back length from normal neckline for Robe A?

____

18. Would this pattern be appropriate for a beginner?

____

Why or why not?

____

____

19. How many pattern pieces are included?

____

20. How many **different** pattern views are represented on the envelope front?

____

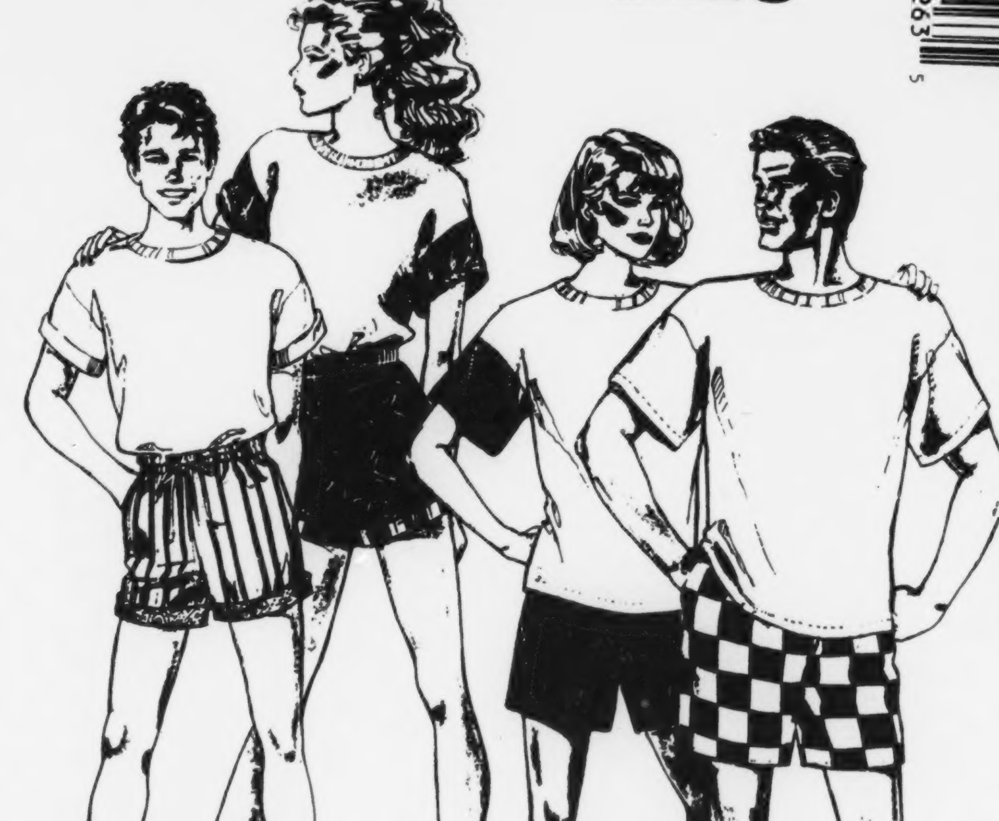
PATTERN A

$5 95 USA $7 80 CAN $8 95 AUST C U.K.

Easy McCALL'S®

0 23795 42263 5

4226 SIZE TAILLE MEDIUM MOYENNE



PATTERN/PATRON

LEARN TO SEW FOR FUN

[illegible] STRETCH KNITS [illegible]
[illegible] STRETCH KNIT [illegible]
[illegible] JERSEY EXTENSIBLE [illegible]
[illegible] JERSEY EXTENSIBLE [illegible]

337

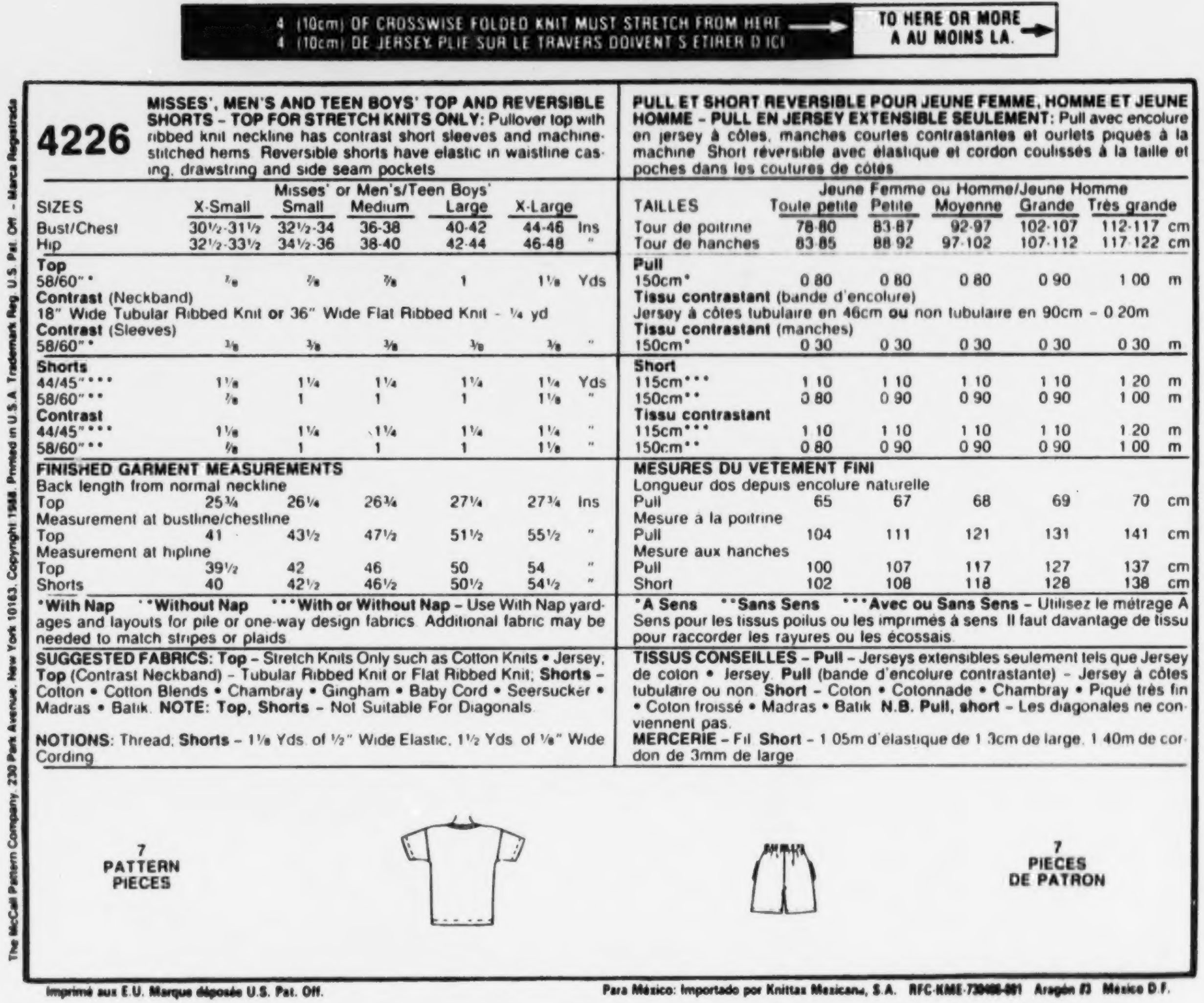
ASSIGNMENT SHEET 2 - HE:I
DI - 43

BEST COPY AVAILABLE

PATTERN A

Used with permission of the McCall Pattern Company.

ASSIGNMENT SHEET 2 - HE:I
DI - 44



4 (10cm) OF CROSSWISE FOLDED KNIT MUST STRETCH FROM HERE → TO HERE OR MORE →
4 (10cm) DE JERSEY PLIE SUR LE TRAVERS DOIVENT S ETIRER D ICI A AU MOINS LA.

4226

MISSES', MEN'S AND TEEN BOYS' TOP AND REVERSIBLE SHORTS – TOP FOR STRETCH KNITS ONLY: Pullover top with ribbed knit neckline has contrast short sleeves and machine-stitched hems. Reversible shorts have elastic in waistline casing, drawstring and side seam pockets

	Misses' or Men's/Teen Boys'					
SIZES	X-Small	Small	Medium	Large	X-Large	
Bust/Chest	30½-31½	32½-34	36-38	40-42	44-46	Ins
Hip	32½-33½	34½-36	38-40	42-44	46-48	"
Top						
58/60"*	⅞	⅞	⅞	1	1⅛	Yds
Contrast (Neckband)						
18" Wide Tubular Ribbed Knit **or** 36" Wide Flat Ribbed Knit - ¼ yd						
Contrast (Sleeves)						
58/60"*	⅜	⅜	⅜	⅜	⅜	"
Shorts						
44/45"***	1⅛	1¼	1¼	1¼	1¼	Yds
58/60"**	⅞	1	1	1	1⅛	"
Contrast						
44/45"***	1⅛	1¼	1¼	1¼	1¼	"
58/60"**	⅞	1	1	1	1⅛	"
FINISHED GARMENT MEASUREMENTS						
Back length from normal neckline						
Top	25¾	26¼	26¾	27¼	27¾	Ins
Measurement at bustline/chestline						
Top	41	43½	47½	51½	55½	"
Measurement at hipline						
Top	39½	42	46	50	54	"
Shorts	40	42½	46½	50½	54½	"

***With Nap** ****Without Nap** *****With or Without Nap** – Use With Nap yardages and layouts for pile or one-way design fabrics. Additional fabric may be needed to match stripes or plaids.

SUGGESTED FABRICS: Top – Stretch Knits Only such as Cotton Knits • Jersey. **Top** (Contrast Neckband) – Tubular Ribbed Knit or Flat Ribbed Knit; **Shorts** – Cotton • Cotton Blends • Chambray • Gingham • Baby Cord • Seersucker • Madras • Batik. **NOTE: Top, Shorts** – Not Suitable For Diagonals.

NOTIONS: Thread; **Shorts** – 1⅛ Yds. of ½" Wide Elastic, 1½ Yds. of ⅛" Wide Cording.

PULL ET SHORT REVERSIBLE POUR JEUNE FEMME, HOMME ET JEUNE HOMME – PULL EN JERSEY EXTENSIBLE SEULEMENT: Pull avec encolure en jersey à côtes, manches courtes contrastantes et ourlets piqués à la machine. Short réversible avec élastique et cordon coulissés à la taille et poches dans les coutures de côtés

	Jeune Femme ou Homme/Jeune Homme					
TAILLES	Toute petite	Petite	Moyenne	Grande	Très grande	
Tour de poitrine	78-80	83-87	92-97	102-107	112-117	cm
Tour de hanches	83-85	88-92	97-102	107-112	117-122	cm
Pull						
150cm*	0 80	0 80	0 80	0 90	1 00	m
Tissu contrastant (bande d'encolure)						
Jersey à côtes tubulaire en 46cm **ou** non tubulaire en 90cm – 0 20m						
Tissu contrastant (manches)						
150cm*	0 30	0 30	0 30	0 30	0 30	m
Short						
115cm***	1 10	1 10	1 10	1 10	1 20	m
150cm**	0 80	0 90	0 90	0 90	1 00	m
Tissu contrastant						
115cm***	1 10	1 10	1 10	1 10	1 20	m
150cm**	0 80	0 90	0 90	0 90	1 00	m
MESURES DU VETEMENT FINI						
Longueur dos depuis encolure naturelle						
Pull	65	67	68	69	70	cm
Mesure à la poitrine						
Pull	104	111	121	131	141	cm
Mesure aux hanches						
Pull	100	107	117	127	137	cm
Short	102	108	118	128	138	cm

***A Sens** ****Sans Sens** *****Avec ou Sans Sens** – Utilisez le métrage A Sens pour les tissus poilus ou les imprimés à sens. Il faut davantage de tissu pour raccorder les rayures ou les écossais.

TISSUS CONSEILLES – Pull – Jerseys extensibles seulement tels que Jersey de coton • Jersey. **Pull** (bande d'encolure contrastante) – Jersey à côtes tubulaire ou non. **Short** – Coton • Cotonnade • Chambray • Piqué très fin • Coton froissé • Madras • Batik. **N.B. Pull, short** – Les diagonales ne conviennent pas.

MERCERIE – Fil. **Short** – 1 05m d'élastique de 1 3cm de large, 1 40m de cordon de 3mm de large

7 PATTERN PIECES

7 PIECES DE PATRON

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388

PATTERN B

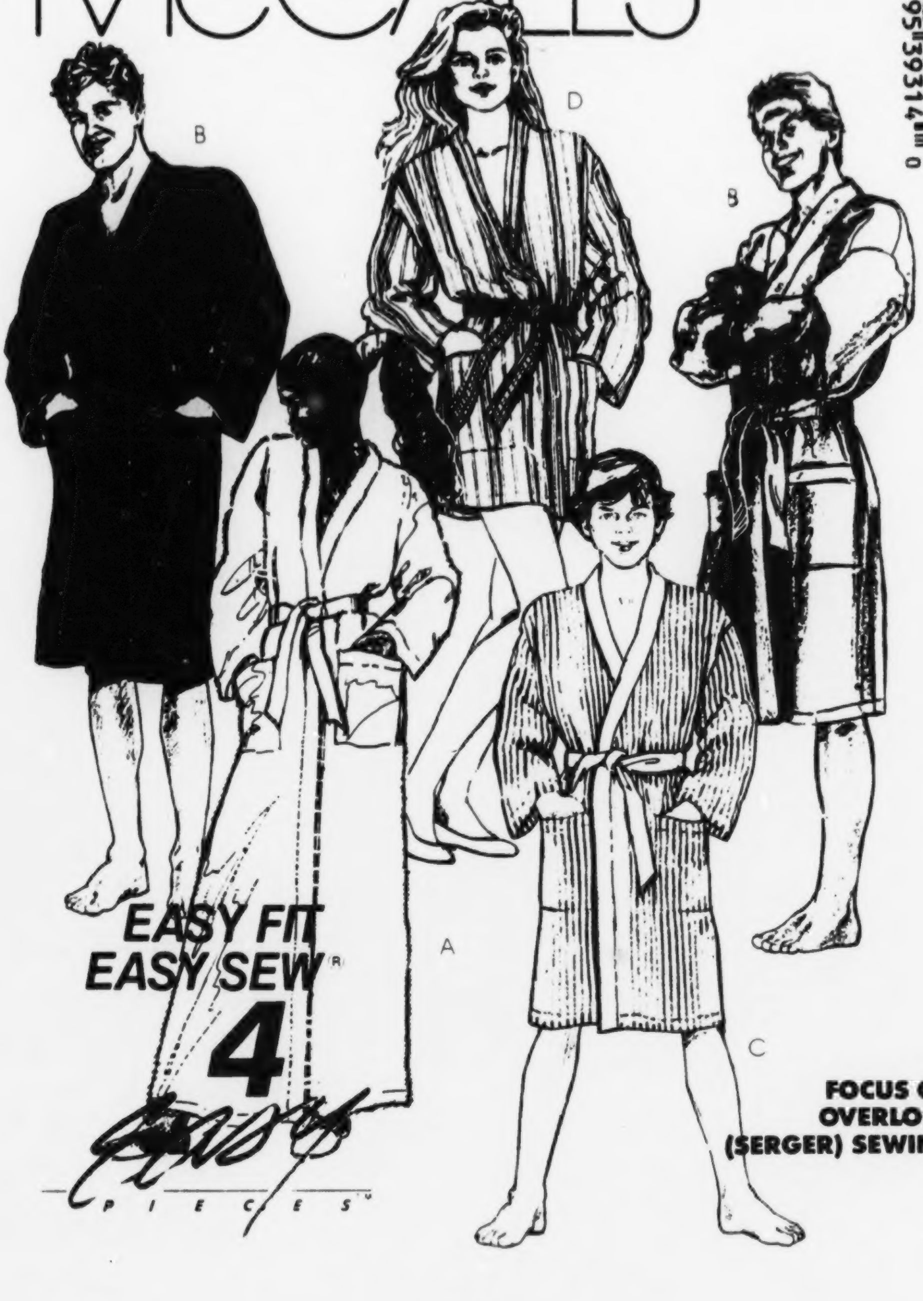
$5 95 USA $7 80 CAN $8 95 AUST C UK

McCALL'S®

0 23795 39314 0

3931

SIZE TAILLE LARGE GRANDE


B
D
B
A
C
EASY FIT EASY SEW®
4
PIECES™

FOCUS ON OVERLOCK (SERGER) SEWING

PATTERN/PATRON

ASSIGNMENT SHEET 2 - HE:I
DI - 45

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ASSIGNMENT SHEET 2 - HE:I
DI - 46

PATTERN B

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3931 MISSES', MEN'S OR TEEN BOYS' ROBE AND TIE BELT:

Wrapped robe in three lengths has long sleeves, patch pockets and self fabric tie belt

	Misses', Men's or Teen Boys'					
SIZES	X-Small	Small	Medium	Large	X-Large	
Bust/Chest	30½-31½	32½-34	36-38	40-42	44-46	Ins
Hip	32½-33½	34½-36	38-40	42-44	46-48	"
VIEW A - Robe						
44/45"***	4	4⅜	5¼	5⅜	5⅜	Yds
58/60"*	3⅜	3⅝	3⅞	4	4⅛	"
VIEW B - Robe						
44/45"***	3¼	3⅝	4¼	4⅜	4⅜	Yds
58/60"*	2⅞	2⅞	3⅛	3⅜	3½	"
VIEW C - Robe						
44/45"*	3¼	3½	3⅞	4	4	Yds
44/45"**	3⅛	3¼	3⅝	3⅝	3¾	"
58/60"*	2⅝	2¾	2⅞	3⅜	3½	"
Contrast Band and Tie Belt						
44/45"***	1	1	1	1	1	"
58/60"*	⅝	⅝	¾	¾	¾	"
VIEW D - Robe						
44/45"***	3	3	3¼	3¼	3⅝	Yds
58/60"*	2⅜	2½	2⅝	2¾	2¾	"
FINISHED GARMENT MEASUREMENTS						
Back length from normal neckline						
Robe A	56½	57½	58½	59½	60½	Ins
Robe B, C	44½	45½	46½	47½	48½	"
Robe D	33¾	34¼	34¾	35¼	35¾	"
Measurement at bustline/chestline						
Robe						
A thru D	40	42½	46½	50½	54½	"
Measurement at hipline						
Robe						
A thru D	44	46½	50½	54½	58½	"

***With Nap** ****Without Nap** *****With or Without Nap** – Use With Nap yardages and layouts for pile, knits or one-way design fabrics. Additional fabric may be needed to match stripes or plaids

SUGGESTED FABRICS: Cotton • Cotton Blends • Seersucker • Chambray • Cotton Flannel • Terry • Velour • Lightweight Wool and Wool Blends **NOTE**: Not Suitable for Diagonals

NOTIONS: Thread

ROBE DE CHAMBRE AVEC CEINTURE NOUEE POUR JEUNE FEMME, HOMME OU JUENE HOMME:

robe de chambre croisee en deux longueurs, avec manches longues, poches plaquees et ceinture nouee en même tissu

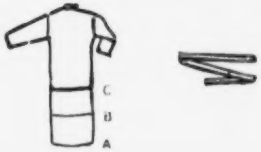
	Jeune femme, Homme ou Jeune homme					
TAILLES	Toute petite	Petite	Moyenne	Grande	Très grande	
Tour de poitrine	78-80	83-87	92-97	102-107	112-117	cm
Tour de hanches	83-85	88-92	97-102	107-112	117-122	cm
MODELE A - Robe de chambre						
115cm***	3 60	4 00	4 80	4 90	4 90	m
150cm*	3 10	3 30	3 50	3 70	3 80	m
MODELE B - Robe de chambre						
115cm***	3 00	3 30	3 90	3 90	4 00	m
150cm*	2 60	2 60	2 80	3 10	3 10	m
MODELE C - Robe de chambre						
115cm*	3 00	3 20	3 50	3 60	3 70	m
115cm**	2 90	3 00	3 30	3 40	3 40	m
150cm*	2 40	2 50	2 60	3 10	3 10	m
Bande et ceinture nouee contrastantes						
115cm***	0 90	0 90	0 90	0 90	0 90	m
150cm*	0 60	0 60	0 70	0 70	0 70	me
MODELE D - Robe de chambre						
115cm***	2 70	2 70	2 90	3 00	3 30	m
150cm*	2 10	2 20	2 40	2 50	2 50	m
MESURES DU VETEMENT FINI						
Longueur dos depuis encolure naturelle						
Robe de chambre A	144	146	149	151	154	cm
Robes de chambre B, C	113	116	118	121	123	cm
Robe de chambre D	86	87	88	90	91	cm
Mesure a la poitrine						
Robes de chambre						
A a D	102	108	118	128	138	cm
Mesure aux hanches						
Robes de chambre						
A a D	112	118	128	138	149	cm

***A Sens** ****Sans Sens** *****Avec ou Sans Sens** – Utilisez le metrage A Sens pour les tissus poilus, les jerseys ou les imprimes a sens. Il faut davantage de tissu pour raccorder les rayures ou les ecossais

TISSUS CONSEILLES - Coton • Cotonnade • Coton froisse • Chambray • Flanelle de coton • Tissu eponge • Velours • Laine et lainage fins **N.B.** Les diagonales ne conviennent pas

MERCERIE - Fil

8
PATTERN
PIECES



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ASSIGNMENT SHEET 3	**PATTERN AND FABRIC SELECTION**	**D I**

NAME ______________________________ SCORE ______

OBJECTIVE 14 **Complete garment fact sheet.**

INTRODUCTION Objectives 8 and 9 deal with factors to consider in selecting fabrics and determining clothing construction costs. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Fill in the blanks based on the clothing construction project you plan to complete in class.

1. Pattern number______
2. View chosen______
3. Sketch of garment (Draw here!)
4. Sample of fabric (Attach here!)

Figure the cost of the garment

ITEM	COST
5. Pattern ____________	
6. Fabric________per yard X_____yds =	
7. Thread ____________	
8. Zipper ____________	
9. Interfacing_____per yard X_____yds =	
10. Fasteners ____________	
11. Other notions ____________	
12. Total cost ____________	

ASSIGNMENT SHEET 1

Answers should be evaluated on the following criteria.

1. Information from Supplement 2 should be transferred correctly.

2. Figure type should be young junior/teen, junior petite, junior, miss petite, misses', half-size, women's, boys', teen-boys', or men's.

3. Figure type should be based on student's measurements being as close as possible to pattern figure type descriptions on Supplement 3.

4. **Females**

   a. Blouse pattern size should be a pattern size in the identified figure type that most nearly matches the student's bust measurement.

      Why? A blouse pattern size is based on the student's bust measurement.

   b. Skirt pattern size should be a pattern size in the identified figure type that most nearly matches the student's hip measurement.

      Why? A skirt pattern size is based on the student's hip measurement.

   c. The blouse **and** skirt pattern size should be a pattern size in the identified figure type that most nearly matches the student's bust measurement.

      Why? The pattern size is based on the student's bust measurement.

   Males

   a. The jacket pattern size should be a pattern size in the identified figure type that most nearly matches the student's chest measurement.

      Why? A male jacket pattern size is based on the student's chest measurement.

b. The shirt pattern size should be a pattern size in the identified figure type that most nearly matches the student's neck measurement.

Why? A male shirt pattern size is based on the student's neck measurement.

c. The jacket and pants pattern size should be a pattern size in the identified figure type that most nearly matches the student's chest measurement.

Why? The pattern size is based on the student's chest measurement.

ASSIGNMENT SHEET 2

1. Medium
2. Stretch knits only such as cotton knits; jersey contrast neckband—tubular-ribbed knit or flat-ribbed knit
3. 1 1/4 yds of fabric, 1 1/4 yds of contrast
4. Thread, 1 1/8 yds. of 1/2"-wide elastic, 1 1/2 yds of 1/8"-wide cording
5. No
6. 36-38 inches
7. $5.95
8. Misses' or Men's/Teen Boys'
9. Pullover top with ribbed knit neckline has contrast short sleeves and machine-stitched hems. Reversible shorts have elastic in waistline casing, drawstring, and side-seam pockets
10. 46 inches
11. Large
12. Cotton, cotton blends, seersucker, chambray, cotton flannel, terry, velour, lightweight wool, and wool blends

    NOTE: Not suitable for diagonals
13. 2 3/4 yards
14. 42-44 inches

15. Wrapped robe in three lengths has long sleeves, patch pockets, and self-fabric tie belt

16. The McCall Pattern Company

17. 59 1/2 inches

18. Yes, on the pattern front it says "Easy Fit-Easy Sew"

19. 8 pattern pieces

20. 4

ASSIGNMENT SHEET 3

Use the following criteria to evaluate answers.

1. Answer copied directly from pattern envelope
2. View copied correctly from pattern envelope
3. Similar to view chosen
4. Sample is attached
5. Cost is what is listed on pattern envelope or actual receipt attached (may or may not include tax)
6. Price per yard X total yards = total cost (correct calculations may or may not include tax)
7. Cost of thread (may or may not include tax)
8. Cost of zipper (if applicable—may or may not include tax)
9. Price per yard X total yards = total cost (correct calculations—may or may not include tax)
10. Cost of fasteners (if applicable—may or may not include tax)
11. Other notions (listed if applicable)
12. Costs are added correctly

WRITTEN TEST

PATTERN AND FABRIC SELECTION

D I

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with pattern and fabric selection to their correct definitions. Write the correct letters in the blanks.

___ 1. An element of design which gives a sense of motion and direction to a fabric or garment

___ 2. Silhouette or outline of a piece of clothing

___ 3. Distance between selvages of a fabric

___ 4. Amount of fabric necessary to make a particular project

___ 5. Appearance that is different from the way something actually is

___ 6. Fabric constructed by looping yarns together, pulling one loop through another

___ 7. Fabric constructed by interlacing yarns at right angles to each other

___ 8. Extra room built into pattern for wearing comfort

___ 9. Direction of lengthwise or crosswise yarns in a piece of fabric

___ 10. Soft or fuzzy surface on the right side of a fabric

___ 11. Small items needed to make and finish a garment

___ 12. Surface quality of a fabric

a. Figure type
b. Pattern
c. Selvage
d. Lines
e. Shape of garment
f. Yardage
g. Woven fabrics
h. Optical illusion
i. Fabric width
j. Grain line
k. Texture
l. Notions
m. Nap
n. Measurements
o. Knit fabrics
p. Design ease
q. Details
r. Fabric

OBJECTIVE 2 **Name five adult pattern figure types.**

OBJECTIVE 3 **Describe how and where to take various body measurements.**

- Hip measurement
- Height measurement
- Waist measurement

OBJECTIVE 4 **Match garment styles to body measurements that determine pattern size selections.** Write the correct letters in the blanks. (Be sure to use each letter. Some numbers will have more than one answer.)

____1. Bust measurement

____2. Hip measurement

____3. Chest measurement

____4. Neck measurement

____5. Waist measurement

a. Dress

b. Skirt

c. Blouse

d. Women's pants

e. Women's jacket

f. Men's jacket

g. Men's shirt

h. Men's pants

OBJECTIVE 5

Select from the following list factors to consider in choosing garment style. Write an "X" in the blanks before each correct answer.

___ 1. Existing wardrobe

___ 2. Need for garment

___ 3. Want for garment

___ 4. Lines in design

___ 5. Color of fabric

___ 6. Difficulty of construction

___ 7. Texture of fabric

OBJECTIVE 6

Match designs to their optical illusions. Write the correct letter in the blanks. (You may use each letter more than once.)

___ 1. Vertical lines

___ 2. Warm, bright, light colors

___ 3. Cool, subdued, dark colors

___ 4. Curved lines

___ 5. Large prints

___ 6. Shiny textures

___ 7. Dull textures

___ 8. Bulky fabrics

___ 9. Crisp fabrics

a. Body looks larger

b. Body looks smaller

c. Body looks taller

OBJECTIVE 7

Select from the following list information found on a pattern envelope. Write an "X" in the blank before each correct answer.

___ 1. Your body measurements

___ 2. Your figure type

___ 3. Garment design

___ 4. Pictures of the garment

___ 5. Pattern number

____6. Size and figure type

____7. Price of the pattern

____8. Name of pattern company

____9. Fabric care information

____10. Difficulty of construction

____11. Suggested fabrics

____12. Number of pieces in envelope

____13. Sewing notions needed

____14. Yardage chart

____15. Description of garment

OBJECTIVE 8 **Name five factors to consider in selecting fabrics.**

____

____

____

____

____

OBJECTIVE 9 **List five items to consider in determining clothing construction costs.**

____

____

____

____

____

OBJECTIVE 10 **Explain the five ways to test fabric construction.**

OBJECTIVE 11 **List five types of fabrics that require extra yardage.**

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 12 **Determine personal pattern figure type and size.** SCORE ____

OBJECTIVE 13 **Determine vital pattern and fabric shopping information.** SCORE ____

OBJECTIVE 14 **Complete garment fact sheet.** SCORE ____

OBJECTIVE 1

1. d
2. e
3. i
4. f
5. h
6. o
7. g
8. p
9. j
10. m
11. l
12. k

OBJECTIVE 2

Any five of the following are acceptable

- Young junior/teen
- Junior Petite
- Junior
- Miss Petite
- Misses'
- Half-Size
- Women's
- Boys'
- Teen-boys'
- Men's

OBJECTIVE 3

- Hip measurement is taken at the fullest part, usually about 7 to 9 inches below the waist.
- Height measurement is taken while standing against a wall in stocking feet with heels flat on floor and back against the wall. Place a ruler on top of head, parallel to the floor, and mark where the ruler touches the wall. Measure from the mark to the floor.

- Waist measurement is taken where string tied around waist stays or where pants waistband rests. Keep one finger behind tape to allow for needed design ease.

OBJECTIVE 4

1. a, c, e
2. b, d
3. f
4. g
5. h

OBJECTIVE 5

1, 2, 4, 6

OBJECTIVE 6

1. c
2. a
3. b
4. a
5. a
6. a
7. b
8. a
9. a

OBJECTIVE 7

4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15

OBJECTIVE 8

Any five of the following are acceptable

- Suggested fabrics on pattern envelope
- Stretchability of knits
- Color
- Texture
- Design
- Extra yardage
- Fabric width
- Fabric construction

- Fabric finish
- Availability of notions
- Cost
- Fabric care requirements

OBJECTIVE 9

Any five of the following are acceptable

- Fabric
- Pattern
- Zipper
- Thread
- Interfacing
- Fasteners
- Other notions

OBJECTIVE 10

Any order is acceptable

- Check the cut edge of the cloth; if the edge ravels or frays easily, special sewing techniques will be required to finish the seams.
- Check whether the fabric is knit or woven. Some patterns are designed for knits only and the knit stretchability test should be performed. The back of the pattern envelope will show you how. In general, knits are easier to use for construction than woven fabrics.
- Crush a corner of the fabric in your hand for several seconds and release it; if the fabric holds wrinkles easily, there will be a need for frequent touch-up ironings to maintain a fresh look.
- Hold a piece of cloth between the thumb and first finger of each hand and stretch it, if the fibers separate easily when pulled, the garment may pull at seams.
- Look closely at the grainline; yarns should meet at right angles for the fabric to be grain-perfect. If the cloth is printed, woven, or cut off-grain, the hang of the garment will be affected. Never buy fabric that is off-grain; in most cases it cannot be corrected.

OBJECTIVE 11	Any five of the following are acceptable • Large prints • Plaids • Stripes • Napped fabrics • One-direction prints • Some textures • Some knits
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.
OBJECTIVE 13	Refer to answers to Assignment Sheet 2.
OBJECTIVE 14	Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

SMALL SEWING EQUIPMENT AND SUPPLIES

D II

INTRODUCTION

To make a clothing construction project as easy and successful as possible, it is very important that you know about the various pieces of sewing equipment and supplies. Once the pattern and fabric have been selected, gathering the necessary equipment and supplies will be the next step to actual clothing construction.

UNIT OBJECTIVE

After completing this unit, the student should be able to select the small equipment and supplies needed for a clothing construction project. The student will demonstrate these competencies by completing the assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Label cutting tools for sewing.
2. Match cutting tools for sewing to their correct uses.
3. Label measuring aids for sewing.
4. Match measuring aids for sewing to their correct uses.
5. Label marking supplies for sewing.
6. Match marking supplies for sewing to their correct uses.
7. Label miscellaneous sewing equipment.
8. Label pressing equipment for sewing.
9. Explain how pressing and ironing differ.
10. Match sewing supplies to their correct uses.
11. Measure common sewing lengths. (Assignment Sheet 1)

SUGGESTED ACTIVITIES

SMALL SEWING EQUIPMENT AND SUPPLIES

D II

PREPARATION

- Order literature listed in suggested resources.
- Ask professional seamstress to speak to class.
- Have fabric store or fabric department personnel as a guest speaker.

NOTE: Please provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Borrow engraver from police department to label scissors.
- Inventory department scissors according to number and type.
- Use *Choosing and Using Scissors and Shears leaflet* as a teaching resource.

Objectives 3 and 4

- Pretest students' measuring ability. On a blank piece of paper ask them to draw lines of 1/4 inch, 1/8 inch, 1/2 inch, 1-inch, 1 1/2 inches, and 3 inches.
- Inventory department measuring aids, listing number and type.
- Have students complete Assignment Sheet 1.

Objectives 5 and 6

- Set up display of marking devices with actual markings on fabrics.
- Have students practice transferring markings to fabrics using the various marking supplies.

Objective 7

- Invite fabric store or fabric department personnel to bring and show the sewing equipment listed in unit.
- Explain to students the various categories and specific purposes of hand sewing needles.

Objectives 8 and 9

- Demonstrate to students how the different types of pressing equipment work. This is a good opportunity to explain procedures for caring for department pressing equipment.
- Demonstrate to students the difference between pressing and ironing.

Objective 10

- Have a professional seamstress come to speak to the class and show how various equipment and supplies are used. Speaker may also discuss the career of a seamstress.
- Make arrangements for a field trip to a fabric store or sewing center.
- Make a display of all small sewing equipment and supplies in this unit of instruction. Some pieces can also be shown by placing them on the overhead projector.
- Distribute Activity Sheet 1 "Equipment and Supplies Needed for Clothing Construction Project."
- Use literature *How to Choose Interfacing*, *Guidelines*, and *Ten Project Pointers* as teaching resources.

APPLICATION

Objective 11

- Use Assignment Sheet 1 to give students practice in using measuring aids correctly.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.
- Evaluate students on assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- *Choosing and Using Scissors and Shears*, a free leaflet, is available from Zivi Hercules Inc., Marks International Division, 50 Kerry Place, Norwood, Massachusetts 02062.
- *Guidelines*, a series of seven reproducible teaching aids on sewing machines, fabric, notions, scissors, and time-saving sewing techniques, is available for a small fee from American Home Sewing Association, 1375 Broadway, New York, New York, 10018.
- *How to Choose Interfacing* and *Ten Project Pointers* are free leaflets (one each) available from Stacy Industries, 38 Passaic Street, P.O. Box 395, Wood-Ridge, New Jersey 07075-0395.

UNIT REFERENCES

- *Complete Guide to Sewing*. Pleasantville, New York: The Reader's Digest Association, Inc., 1981.
- Faiola, Theodora and Pullen, JoAnn. *The McGraw-Hill Guide to Clothing*. New York: McGraw-Hill, Inc., 1982.
- Sawatzky, Joyce, *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

SMALL SEWING EQUIPMENT AND SUPPLIES

D II

OBJECTIVE 1

1. Dressmaker's shears
2. Sewing scissors
3. Pinking shears
4. Rotary blade cutter
5. Seam ripper
6. Scalloping shears

OBJECTIVE 2

1. g
2. i
3. b, e
4. c
5. d

OBJECTIVE 3

1. Yardstick
2. Tape measure
3. Seam/sewing gauge

OBJECTIVE 4

1. d
2. c
3. b

OBJECTIVE 5

1. Darning thread and needle
2. Washable marking pen
3. Tracing wheels and tailor's carbon paper
4. Tailor's chalk
5. Tailor's tacker

OBJECTIVE 6

1. c
2. h
3. g
4. a
5. f

OBJECTIVE 7

1. Needles
2. Straight pins
3. Pin and cushion and emery pack
4. Thimbles

OBJECTIVE 8

1. Ironing board
2. Press cloth
3. Iron
4. Sleeve board
5. Dressmaker's clapper
6. Tailor's ham
7. Press mitt
8. Seam roll
9. Needle board

OBJECTIVE 9

Pressing with an iron uses steam with an up-and-down motion. Pressing is used during garment construction to embed stitches, help seams lie open and flat, and make further sewing easier.

Ironing uses a back-and-forth motion after garment is completed to remove wrinkles and improve garment appearance.

OBJECTIVE 10

1. b
2. f
3. g
4. c
5. e

OBJECTIVE 11

Refer to answers to Assignment Sheet 1.

PRETEST

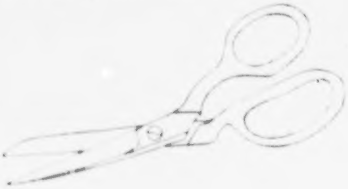
SMALL SEWING EQUIPMENT AND SUPPLIES

D II

NAME ______________________ SCORE ______

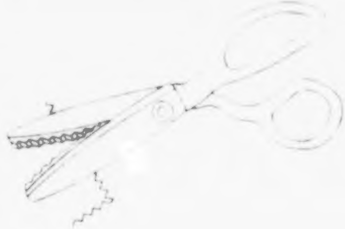
OBJECTIVE 1

Label cutting tools for sewing. Write the correct names in the blanks provided.

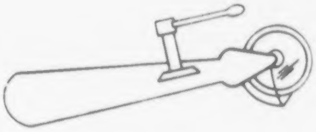


1. ______________

2. ______________



3. ______________



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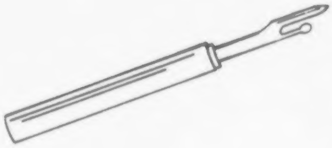
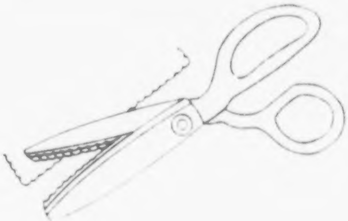


5. ______________



6. ______________

OBJECTIVE 2

Match cutting tools for sewing to their correct uses. Write the correct letters in the blanks provided. The questions may have more than one answer.

____1. Used for a variety of sewing tasks, but best used for pattern/fabric cutting; 7-inch to 8-inch models are used most often

____2. Designed to cut and remove machine stitching

____3. Used for finishing seams in fabrics that tend to ravel or fray

____4. Used for all types of cutting but best used for pattern/fabric cutting; blade allows for cutting in any direction

____5. Used for cutting threads and trimming small areas; usually about 5 to 6 inches long

a. Buttonhole scissors

b. Scalloping shears

c. Rotary blade cutter

d. Sewing scissors

e. Pinking shears

f. Embroidery scissors

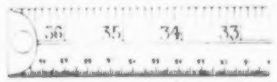
g. Dressmaker's shears

h. Electric scissors

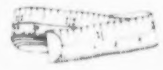
i. Seam ripper

OBJECTIVE 3

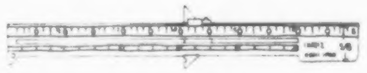
Label measuring aids used for sewing. Write the correct names in the spaces provided.



1. ____________________



2. ________________________



3. ____________________

OBJECTIVE 4

Match measuring aids for sewing to their correct uses. Write the correct letters in the blanks provided.

___ 1. Long ruler made of wood, plastic, or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, marking hems or finished garments, and marking long straight lines

___ 2. Used to measure short distances such as the widths of seams and hems and the placement of buttonholes; 6-inch ruler has a sliding marker that adjusts to the desired measurement

___ 3. Narrow, flexible piece of material marked off in inches and centimeters

a. Cutting board

b. Tape measure

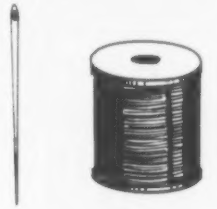
c. Seam/sewing gauge

d. Yardstick

e. Skirt marker

OBJECTIVE 5

Label marking supplies for sewing. Write the correct names in the spaces provided.



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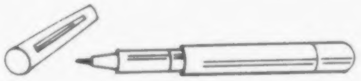
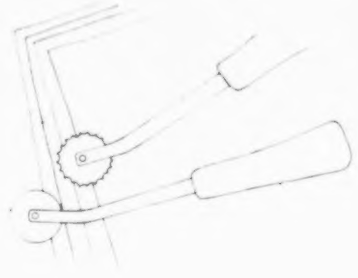
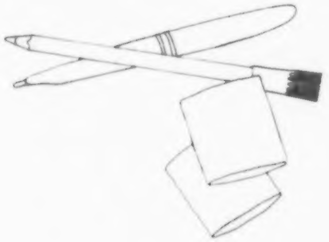


2. ____________________



3. ____________________



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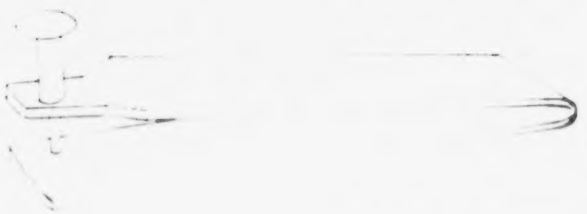


5. ____________________

OBJECTIVE 6

Match marking supplies for sewing to their correct uses. Write the correct letters in the blanks provided.

____1. Felt-tip marker used to make markings on right or wrong side of fabric

____2. Used together to transfer pattern markings to the wrong side of the fabric

____3. Used in combination with tailor's carbon paper to transfer pattern markings to fabric; some types use chalk

____4. Required for tailor's tack, which is a clipped loop of thread; can be removed and does not show on fabric

____5. Soft and powdery marking material available in squares or pencils; can be used for marking all fabrics

a. Darning thread and needle

b. Tailor's pencil

c. Washable marking pen

d. Pins

e. Tracing wheel

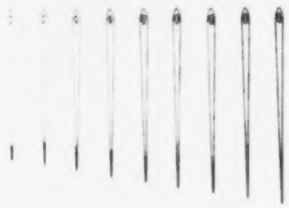
f. Tailor's chalk

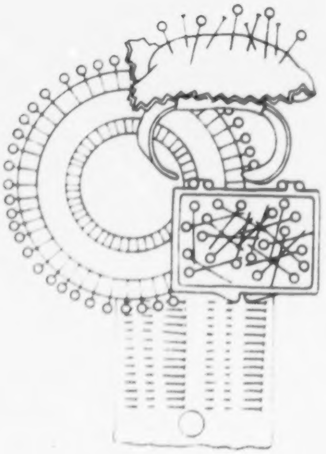
g. Tailor's tacker

h. Tracing wheel and tailor's carbon paper

OBJECTIVE 7

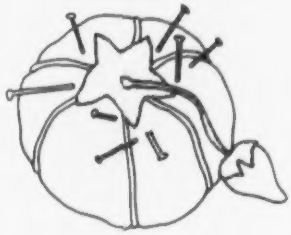
Label miscellaneous sewing equipment. Write the correct names in the blanks provided.

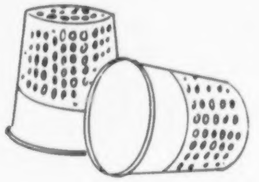




1. ____________________

2. ____________________



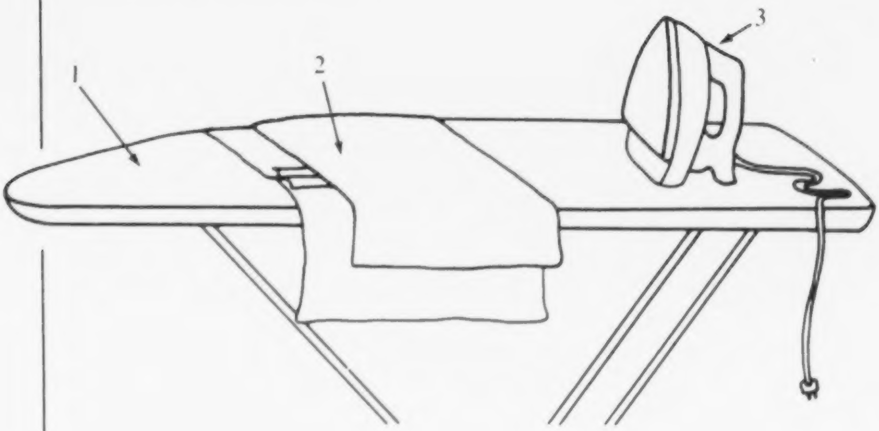


3. ____________________

4. ____________________

OBJECTIVE 8

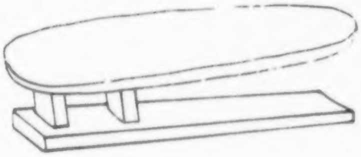
Label pressing equipment for sewing. Write the correct names in the blanks provided.

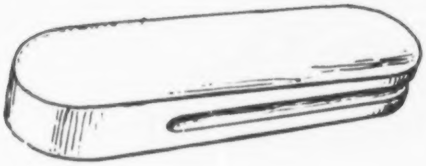


1. ____________________

2. ____________________

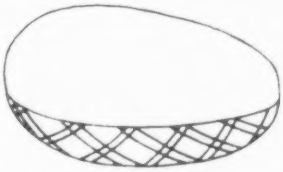
3. ____________________

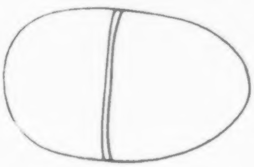




4. ____________________

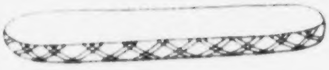
5. ____________________

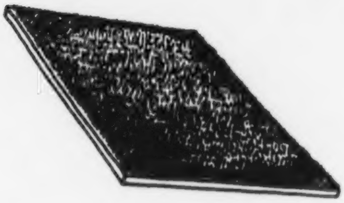




6. ____________________

7. ____________________





8. ____________ 9. ____________

OBJECTIVE 9 **Explain how pressing and ironing differ.**

____

____

____

____

____

OBJECTIVE 10 **Match sewing supplies to their correct uses.** Write the correct letter in the blanks provided.

___ 1. Long strand of twisted fibers

___ 2. Long, woven, knitted, or braided strips of fabric used to prevent stretching or for decoration or functional purposes

___ 3. Woven or weblike fabrics that, when heated, adhere to other fabrics

___ 4. Used to close garments

___ 5. Single yarn or strip of stretchable fabric

a. Waistband stiffeners

b. Thread

c. Fasteners

d. Belting

e. Elastic

f. Tapes and trims

g. Fusibles

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

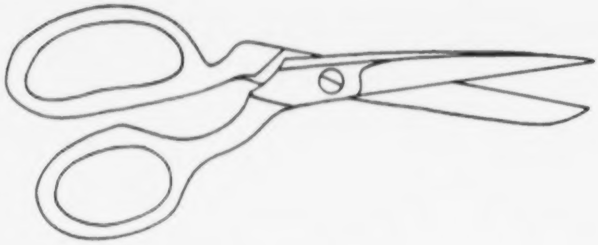
OBJECTIVE 11 **Measure common sewing lengths.** SCORE ____

OBJECTIVE 1

Label cutting tools for sewing. (Figures 1 through 6)

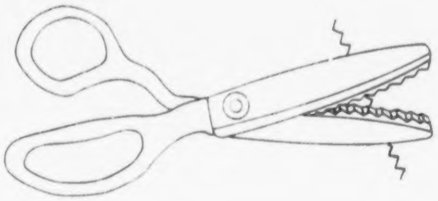
- Dressmaker's shears

FIGURE 1



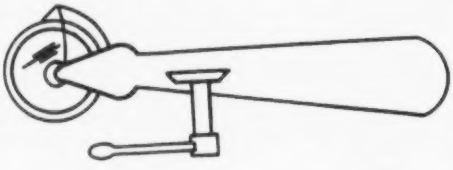
- Pinking shears

FIGURE 2



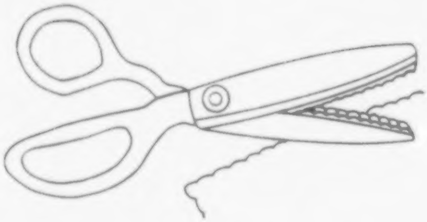
- Rotary blade cutter

FIGURE 3



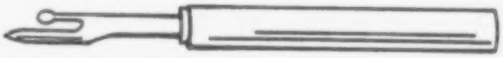
- Scalloping shears

FIGURE 4



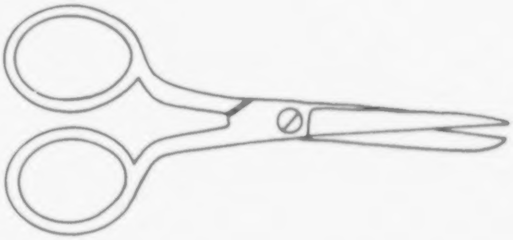
- Seam ripper

FIGURE 5



- Sewing scissors

FIGURE 6



OBJECTIVE 2

Match cutting tools for sewing to their correct uses.

- Dressmaker's shears—Used for a variety of sewing tasks, but are best used for pattern/fabric cutting; 7-inch and 8-inch models are used most often

- Pinking shears—Used to finish seams in fabrics that tend to ravel or fray; also used for decorative finishes to fabric edge

  NOTE: Pinking shears create a pointed zig-zag edge. NEVER USE TO CUT OUT A GARMENT. If you do, the seam allowance will be distorted and it will be difficult to follow the guide while stitching.

- Rotary blade cutters—Used for all types of cutting, but are best used for pattern/fabric cutting; blade allows for cutting in any direction

  NOTE: You must have a cutting mat to use a rotary blade cutter.

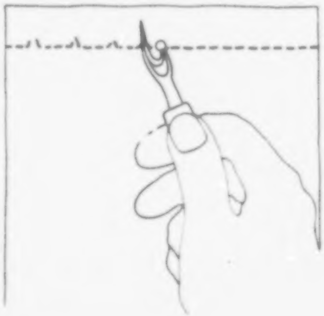
- Scalloping shears—Similar to pinking shears in that they are used for finishing seams in fabrics that tend to ravel or fray

  NOTE: Scalloping shears create a rounded zig-zag edge. NEVER USE TO CUT OUT A GARMENT. If you do, the seam allowance will be distorted and it will be difficult to follow the guide while stitching.

- Seam rippers—Designed to cut and remove machine stitching (Figure 7)

  NOTE: The point slips easily under a stitch as the cutting edge lifts and cuts it. Embroidery scissors with sharp points can be used instead of a ripper.

FIGURE 7



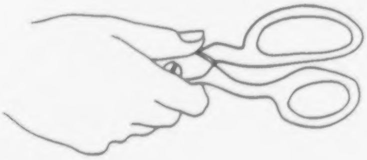
- Sewing scissors—Used for cutting threads and trimming small areas. They are usually about 5 to 6 inches long

WARNING

For safety, always pass shears, scissors, or any sharp object with the handles toward the person to receive them. (Figure 8)

CAUTION: Use shears and sewing scissors for clothing construction projects only.

FIGURE 8



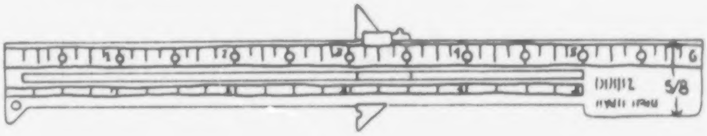
OBJECTIVE 3

Label measuring aids for sewing. (Figures 9 through 11)

NOTE: Assignment Sheet 1 requires you to use these aids to measure common sewing lengths.

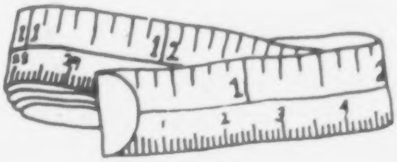
- Seam/sewing gauge

FIGURE 9



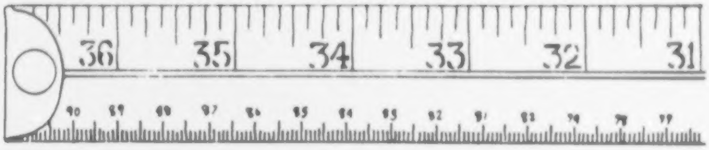
- Tape measure

FIGURE 10



- Yardstick

FIGURE 11



OBJECTIVE 4

Match measuring aids for sewing to their correct uses.

- Seam/sewing gauges—Used to measure short distances such as the widths of seams and hems and the placement of buttonholes; 6-inch ruler has a sliding marker that adjusts to the desired measurement

- Tape measures—Narrow flexible pieces of material marked in inches and centimeters

  NOTE: Select a 60-inch tape measure with measurements on both sides and which is made of material that will not tear or stretch. Metal ends protect the accuracy of the tape by preventing raveling.

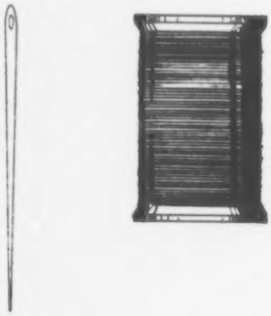
- Yardsticks—Long rulers made of wood, plastic, or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, marking hems on finished garments, and marking long, straight lines

OBJECTIVE 5

Label marking supplies for sewing. (Figures 12 through 16)

- Darning thread and needle

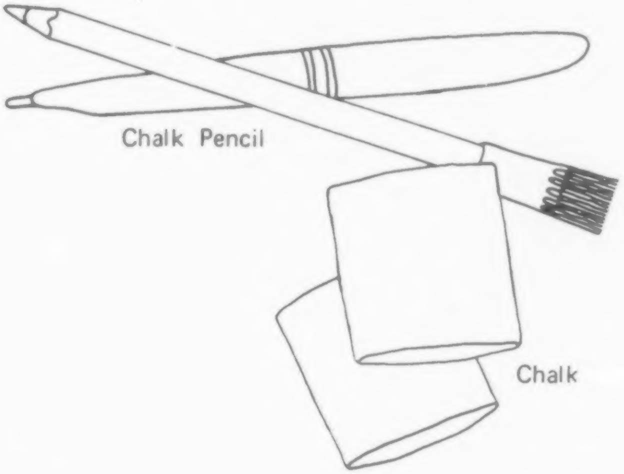
FIGURE 12



- Tailor's chalk

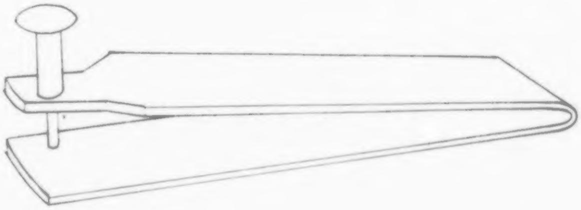
NOTE: Tailor's chalk comes in pencil or square forms. Soap slivers can be used in place of tailor's chalk.

FIGURE 13



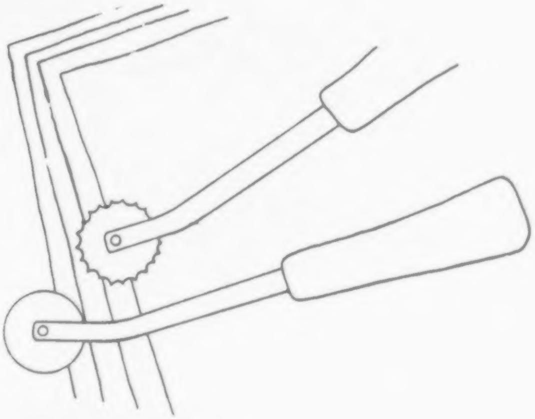
- Tailor's tacker

FIGURE 14



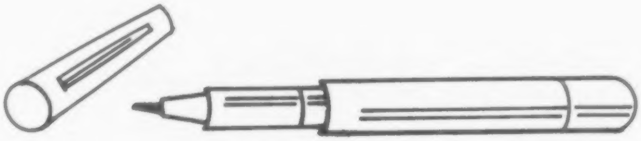
- Tracing wheels and tailor's carbon paper

FIGURE 15



- Washable marking pen

FIGURE 16



OBJECTIVE 6

Match marking supplies for sewing to their correct uses.

Marking is done when symbols are transferred from pattern to fabric and when fitting or altering a garment. There are various methods. The appropriate method is determined by the color, weight, and texture of the fabric as well as how permanent you want the markings to be.

- Darning thread and needle are required for tailor's tack, which is a clipped loop of thread; can be removed and does not show on fabric
- Tailor's chalk—Soft and powdery marking material available in squares or pencils; can be used for marking all fabric
- Tailor's tacker—Used in combination with tailor's carbon paper or chalk, transfers pattern markings to fabric
- Tracing wheels and tailor's carbon paper—Used together to transfer pattern markings to the wrong side of the fabric

NOTE: It is wise to place a magazine or piece of cardboard under the fabric that is being marked. This helps get clear markings and prevents the tracing wheel from damaging the surface on which you are working.

CAUTION: Test with heat on fabric scrap and launder the fabric scrap to determine if marking is removable.

- Washable marking pens—Felt-tip markers used to make markings on right or wrong side of fabric

CAUTION: Manufacturer's state that the markings disappear or can be washed away, but ALWAYS test marking on a fabric scrap before using on the actual garment piece.

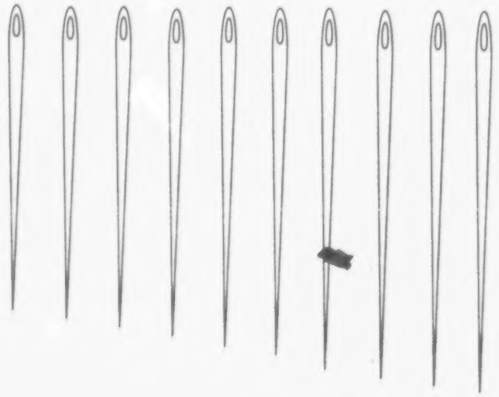
OBJECTIVE 7

Label miscellaneous sewing equipment.
(Figures 17 through 21)

- Needles

NOTE: Needles come in various sizes for specific purposes.

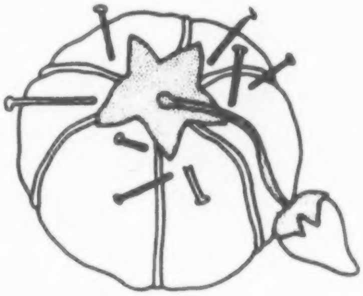
FIGURE 17



- Pin cushion and emery pack

  NOTE: An emery pack is used to sharpen pins and needles.

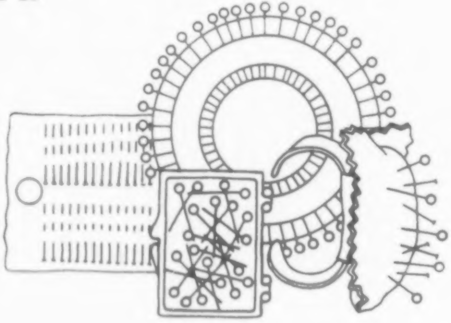
  FIGURE 18



- Straight pins

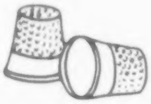
  NOTE: Straight pins can be purchased in three styles—Flat head, colored ball head, and "T" pins. Use stainless steel pins as they stay sharper and do not rust.

  FIGURE 19



- Thimbles

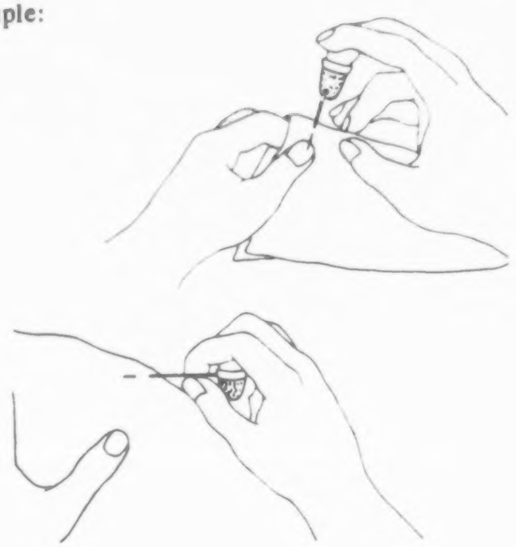
  FIGURE 20



NOTE: Wear the thimble on the middle finger of the hand with which you hold the needle. To use the thimble, push the needle through the fabric with the top side of the thimble. (Figure 21)

FIGURE 21

Example:

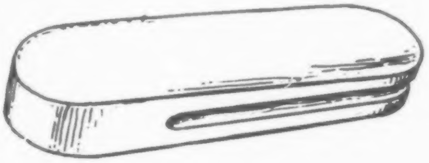


OBJECTIVE 8 **Label pressing equipment for sewing.** (Figures 22 through 28)

- Dressmaker's clapper

  NOTE: This is used to flatten seams or edges and sharpen creases in heavy fabrics.

  FIGURE 22



- Iron

  NOTE: The iron is used for flattening, creasing, and shaping fabric.

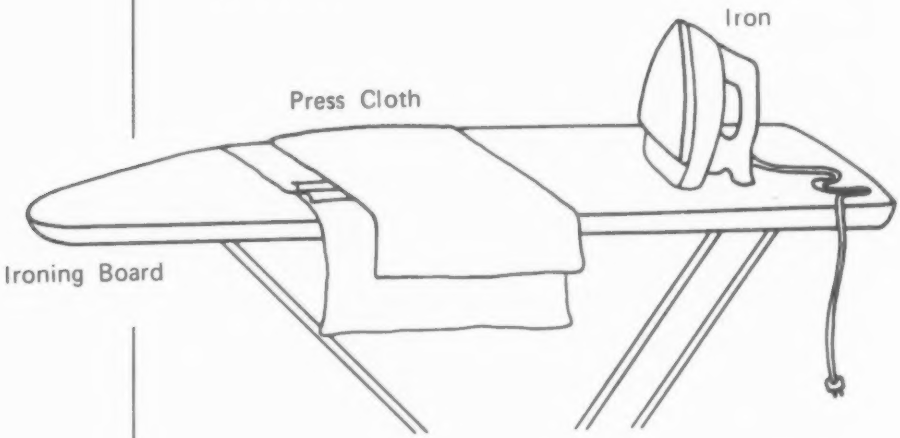
- Ironing board

  NOTE: The padded flat surface resists the heat of the iron. A teflon pad allows use of higher iron temperatures without sticking.

- Press cloth

  NOTE: A press cloth is placed on top of fabric being ironed to protect fabric and prevent it from being scorched or becoming shiny. A plain brown paper sack can be substituted for the cloth.

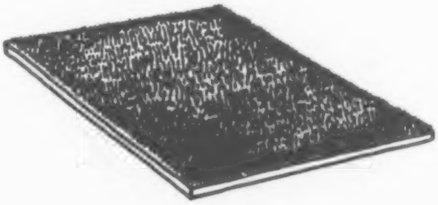
  FIGURE 23



- Needle board

  NOTE: This is used for pressing napped fabrics.

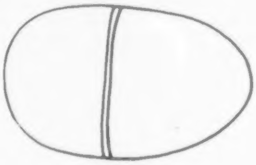
  FIGURE 24



- Press mitt

  NOTE: This can be worn on the hand or placed on the end of sleeve board and is used for pressing small or difficult-to-reach areas.

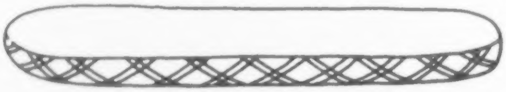
  FIGURE 25



- Seam roll

  NOTE: This is used for pressing long narrow seams and zipper plackets.

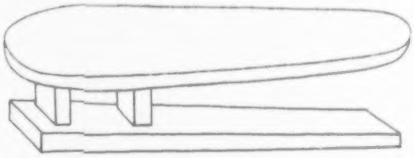
  FIGURE 26



- Sleeve board

  NOTE: This small ironing board is used for pressing sleeves, shoulders, and other hard-to-reach places.

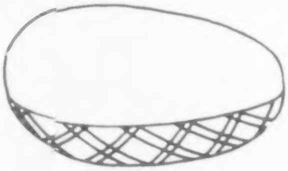
  FIGURE 27



- Tailor's ham

  NOTE: This is used for pressing curved areas, such as darts, sleeve caps, and hip seams.

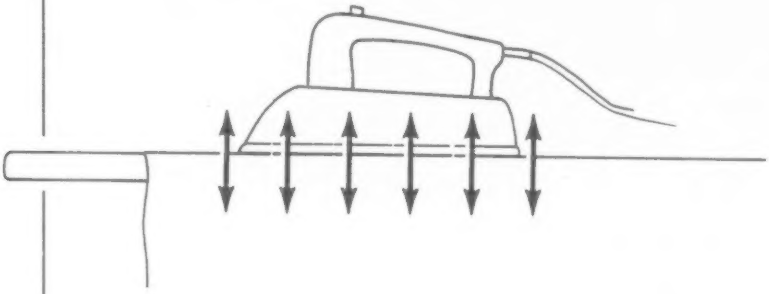
  FIGURE 28



OBJECTIVE 9 **Explain how pressing and ironing differ.** (Figures 29 and 30)

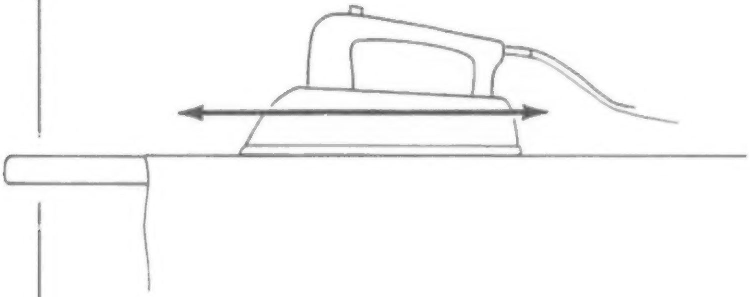
- Pressing with an iron uses steam with an up-and-down motion. Pressing is used during garment construction to embed stitches, help seams lie open and flat, and make further sewing easier

FIGURE 29



- Ironing uses a back-and-forth motion after garment is completed to remove wrinkles and improve garment appearance

FIGURE 30



OBJECTIVE 10 **Match sewing supplies to their correct uses.**

In addition to your pattern, fabric, and small sewing equipment, there are some sewing supplies or notions that you may need to finish your garment.

- **Elastic**—Single yarn or strip of stretchable fabric

  NOTE: It is used in such places as waistbands and sleeve hems.

- **Fasteners**—Used to close garments

  Examples: Zippers, snaps, buttons, nylon tapes (Velcro), hooks and eyes, buckles

- **Fusibles**—Woven or weblike fabrics that, when heated, adhere to other fabrics

  NOTE: Some are designed to adhere to only one side; others, when placed between two layers of fabric, adhere the two fabrics together.

  Examples: Iron-on knee patches, iron-on tape, fusible or iron-on interfacings, Stitch-Witchery

- **Tapes and trims**—Long woven, knitted, or braided strips of fabric used to prevent stretching or for decoration or functional purposes

  Examples: Lace, ribbing, bias tape, cording

- **Thread**—Long strand of twisted fibers (either natural or synthetic) made in various strengths, stretchability, thicknesses, and colors

  NOTE: All equipment and supplies are listed on Activity Sheet 1. Use the chart when planning purchases and gathering equipment and supplies.

EQUIPMENT AND SUPPLIES NEEDED FOR CLOTHING CONSTRUCTION PROJECT

Using the chart on the following page, make a list of all small sewing equipment and supplies needed for your project. They should be items that are absolutely necessary.

ITEM	AVAILABLE IN CLASSROOM	I NEED NOW!	I WOULD LIKE TO HAVE	
			NOW	LATER
EQUIPMENT				
Dressmaker's shears				
Pinking shears				
Rotary blade cutter				
Scalloping shears				
Seam ripper				
Sewing scissors				
Seam/sewing gauge				
Tape measure				
Yardstick				
Darning thread and needle				
Tailor's chalk				
Tailor's tacker				
Tracing wheel				
Tailor's carbon paper				
Washable marking pen				
Needles				
Pin cushion				
Emery pack				
Straight pins				
Thimble				
Dressmaker clapper				
Iron				
Ironing board				
Press cloth				
Needle board				
Press mitt				
Seam roll				
Sleeve board				
Tailor's ham				
SUPPLIES				
Elastic Type				
Fasteners Type				
Fusibles Type				
Tape and trims Type				
Thread				
Sewing box or basket				

ASSIGNMENT SHEET 1

SMALL SEWING EQUIPMENT AND SUPPLIES

D II

NAME ______________________ SCORE ______

OBJECTIVE 11 **Measure common sewing lengths.**

INTRODUCTION Objectives 3 and 4 in this unit deal with measuring aids for sewing. Accurate measuring is basic for a successful clothing construction experience. Many measurements are used repeatedly in sewing any garment. The questions on this assignment sheet emphasize this area.

DIRECTIONS Measure the lines and write the length in inches in the space provided.

1. ____________ ____in
2. _ ____in
3. ________________________ ____in
4. ___ ____in
5. __ ____in
6. ________ ____in
7. ______ ____in
8. ________ ____in
9. ____________ ____in
10. ________________________ ____in
11. ___ ____in
12. ____ ____in

ASSIGNMENT SHEET 1

Evaluate according to the following criteria. Measure each line for accuracy due to the possibility of slight distortion in printing.

1. 1 1/2 in
2. 1/8 in
3. 3 in
4. 3/8 in
5. 1/4 in
6. 1 in
7. 5/8 in
8. 1 in
9. 1 1/2 in
10. 3 in
11. 3/8 in
12. 1/2 in

WRITTEN TEST

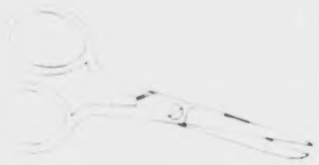
SMALL SEWING EQUIPMENT AND SUPPLIES

D II

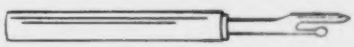
NAME ______________________ SCORE ________

OBJECTIVE 1

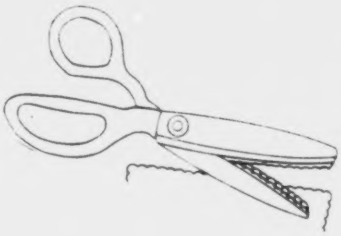
Label cutting tools for sewing. Write the correct names in the blanks.



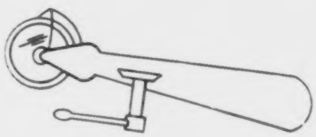
1.________________



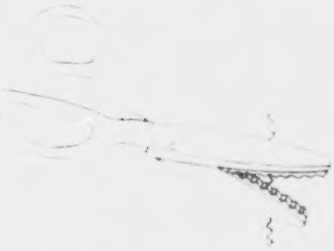
2. ________________



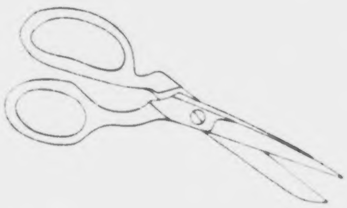
3.________________



4. ________________



5.________________



6. ________________

OBJECTIVE 2 **Match cutting tools for sewing to their uses.** Write the correct letters in the blanks. A blank may have more than one correct answer.

____1. Used for cutting threads and trimming small areas; usually about 5 to 6 inches long

____2. Used for all types of cutting, but best used for pattern/fabric cutting; blade allows for cutting in any direction

____3. Used for a variety of sewing tasks, but best used for pattern/fabric cutting, 7-inch to 8-inch models are used most often

____4. Used for finishing seams in fabrics that tend to ravel or fray

____5. Designed to cut and remove machine stitching

a. Embroidery scissors

b. Pinking shears

c. Rotary blade cutter

d. Buttonhole scissors

e. Sewing scissors

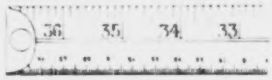
f. Electric scissors

g. Dressmaker's shears

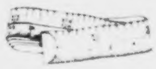
h. Scalloping shears

i. Seam ripper

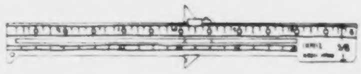
OBJECTIVE 3 **Label measuring aids for sewing.** Write the correct names in the blanks.



1. ____________________



2. ________________________



3. ____________________

OBJECTIVE 4

Match measuring aids for sewing to their correct uses. Write the correct letters in the blanks.

___ 1. Narrow, flexible piece of material marked off in inches and centimeters

___ 2. Long ruler made of wood, plastic or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, marking hems on finished garments, and marking long, straight lines.

___ 3. Used to measure short distances such as the width of seams and hems and the placement of buttonholes; 6-inch ruler has a sliding marker that adjusts to the desired measurement

a. Cutting board

b. Dressmaker's gauge

c. Tape measure

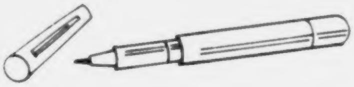
d. Skirt marker

e. Yardstick

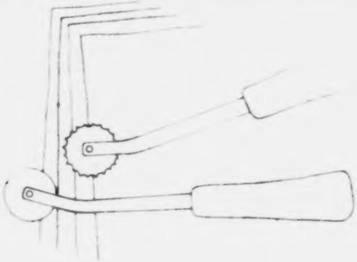
f. Seam/sewing gauge

OBJECTIVE 5

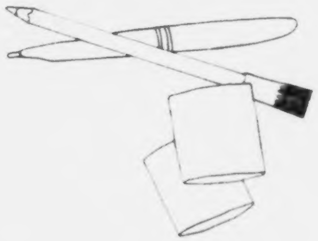
Label marking supplies for sewing. Write the correct names in the blanks.



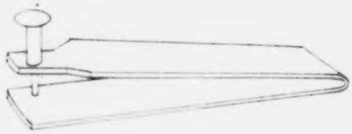
1. ____________________



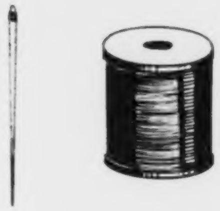
2. ____________________



3. ____________________



4. ____________________



5. ____________________

OBJECTIVE 6

Match marking supplies for sewing to their correct uses. Write the correct letters in the blank.

____1. Required for tailor's tack, which is a clipped loop of thread; marking can be removed and does not show on fabric

____2. Soft and powdery marking material available in squares or pencils; can be used for marking all fabrics

____3. Used together to transfer pattern markings to the wrong side of the fabric

____4. Felt-tip marker used to make markings on right or wrong side of fabric

____5. Used in combination with tailor's carbon paper to transfer pattern markings to fabric; some types use chalk

a. Pins

b. Darning thread and needle

c. Tracing wheel

d. Tracing wheel and tailor's carbon paper

e. Tailor's chalk

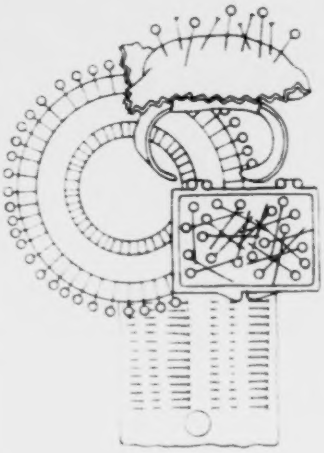
f. Tailor's pencil

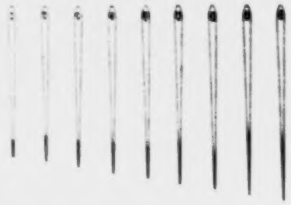
g. Tailor's tacker

h. Washable marking pen

OBJECTIVE 7

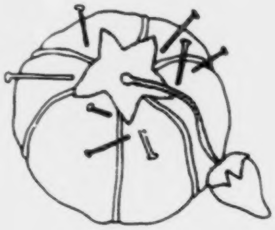
Label miscellaneous sewing equipment. Write the correct names in the blanks.

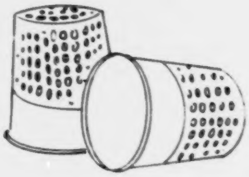




1. ____________________

2. ____________________



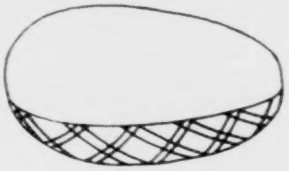


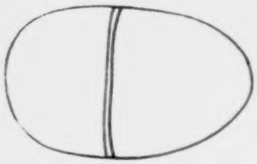
3. ____________________

4. ____________________

OBJECTIVE 8

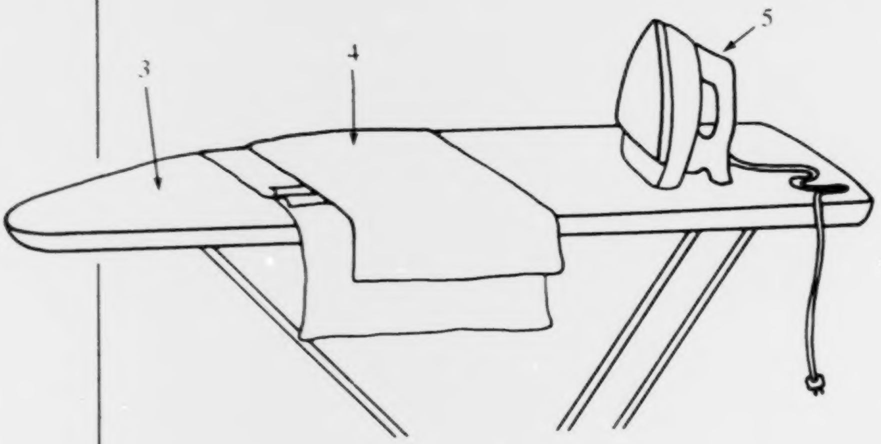
Label pressing equipment for sewing. Write the correct names in the blanks.





1. ____________________

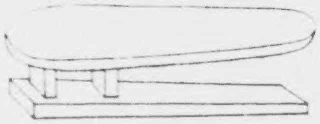
2. ____________________

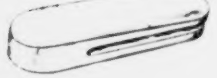


3. ____________________

4. ____________________

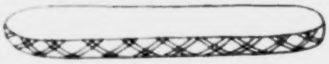
5. ____________________

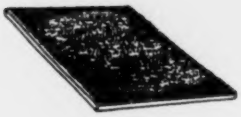




6. ____________________

7. ____________________





8. ____________ 9. ____________

OBJECTIVE 9 **Explain how pressing and ironing differ.**

____

____

____

____

____

OBJECTIVE 10 **Match sewing supplies to their correct uses.** Write the correct letters in the blanks.

___ 1. Woven or weblike fabrics that, when heated, adhere to other fabrics

___ 2. Long strand of twisted fibers

___ 3. Used to close garments

___ 4. Single yarn or strip of stretchable fabric

___ 5. Long woven, knitted, or braided strips of fabric used to prevent stretching or for decoration or functional purposes

a. Elastic

b. Fasteners

c. Thread

d. Tapes and trims

e. Belting

f. Waistband stiffeners

g. Fusibles

NOTICE The following assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 11 **Measure common sewing lengths.** SCORE ____

WRITTEN TEST ANSWERS | SMALL SEWING EQUIPMENT AND SUPPLIES | D II

OBJECTIVE 1

1. Sewing scissors
2. Seam ripper
3. Scalloping shears
4. Rotary blade cutter
5. Pinking shears
6. Dressmaker's shears

OBJECTIVE 2

1. e
2. c
3. g
4. h
5. i

OBJECTIVE 3

1. Yardstick
2. Tape measure
3. Seam/sewing gauge

OBJECTIVE 4

1. c
2. e
3. f

OBJECTIVE 5

1. Washable marking pen
2. Tracing wheels and tailor's carbon paper
3. Tailor's chalk
4. Tailor's tacker
5. Darning thread and needle

OBJECTIVE 6

1. b
2. e
3. d
4. h
5. g

OBJECTIVE 7

1. Straight pins
2. Needles
3. Pin cushion and emery pack
4. Thimbles

OBJECTIVE 8

1. Tailor's ham
2. Press mitt
3. Ironing board
4. Press cloth
5. Iron
6. Sleeve board
7. Dressmaker's clapper
8. Seam roll
9. Needle board

OBJECTIVE 9

Pressing with an iron uses steam with an up-and-down motion. Pressing is used during garment construction to embed stitches, help seams lie open and flat, and make further sewing easier

Ironing uses a back-and-forth motion after garment is completed to remove wrinkles and improve garment appearance

OBJECTIVE 10

1. g
2. c
3. b
4. a
5. d

OBJECTIVE 11

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

SEWING MACHINES

D III

INTRODUCTION

The most expensive and perhaps the most important piece of equipment used in clothing construction is the sewing machine. The brand of the sewing machine is not nearly as important as how well it operates. All machines work basically the same and it is very important for you to know the skills needed to operate a sewing machine safely and correctly.

UNIT OBJECTIVE

After completing this unit, the student should be able to operate a sewing machine. The student will demonstrate these competencies by completing the assignment sheet, job sheets, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Label types of sewing machine equipment.
2. Label principal parts of a sewing machine.
3. Match sewing machine parts to their functions/descriptions.
4. List basic steps to machine stitching.
5. Arrange in order basic threading points on a sewing machine.
6. Match sewing machine problems to their probable causes.
7. Label principal parts of a serger/overlock machine.
8. Determine probable causes of sewing machine problems. (Assignment Sheet 1)
9. Demonstrate the ability to
   a. Replace sewing machine needle. (Job Sheet 1)
   b. Stitch straight, wavy, and curved lines. (Job Sheet 2)
   c. Stitch square corners. (Job Sheet 3)
   d. Stitch sharp angle turns. (Job Sheet 4)
   e. Wind a bobbin. (Job Sheet 5)

f. Thread a sewing machine. (Job Sheet 6)

g. Stitch a folded edge. (Job Sheet 7)

SUGGESTED ACTIVITIES

SEWING MACHINES

D III

PREPARATION

- Order materials listed in suggested resources.
- Invite a sewing machine sales representative to speak to the class.
- Have a professional seamstress serve as a guest speaker.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objective 1

- Use brochure "How To Buy a Sewing Machine" to help teach objective.
- Invite a sewing machine sales representative to class to discuss machine sales and repairs. Have students ask questions about jobs and careers in this field.
- Prepare for the class examples of work done on a serger and on a regular sewing machine.
- Discuss advantages and disadvantages of flatbed and free-arm machines.

Objectives 2 and 3

- Make transparencies of sewing machines in department from line art drawings in instructional manuals.
- Point out machine parts outlined in unit on sewing machines in department.
- Contact service/repair people early!

Objective 4

- Demonstrate how to open and put away sewing machines in department.
- Issue "Sewing Machine Operator's Licenses" when students have mastered Objective 4 and unit job sheets.

Objective 5

- Make transparencies of threading procedures for department sewing machines from line art drawings in machine instruction manuals.
- Point out the basic threading points on each sewing machine in department.

Objective 6

- Stage common sewing machine problems on machine. Allow students to use the information sheet chart to diagnose and/or correct the problems, such as unplugged power cord, threaded improperly, etc.
- Sponsor "Sewing Machine Clinic" to teach care and cleaning of sewing machines. Invite adults.

Objective 7

- Make transparencies of department sergers from line art drawings in serger instruction manual.
- Describe functions of serger parts.
- Use brochure "How To Buy a Serger" to help teach objective.

APPLICATION

Objectives 8 through 15

- Use Assignment Sheet 1 to give students practice in determining probable causes of sewing machine problems.
- Use Job Sheet 1 to give students practice in replacing sewing machine needles.
- Use Job Sheet 2 to give students practice in stitching straight, wavy, and curved lines.
- Use Job Sheet 3 to give students practice in stitching square corners.
- Use Job Sheet 4 to give students practice in stitching sharp angle turns.
- Use Job Sheet 5 to give students practice in winding a bobbin.
- Use Job Sheet 6 to give students practice in threading a sewing machine.

- Use Job Sheet 7 to give students practice in stitching a folded edge.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- "How To Buy a Sewing Machine" and "How To Buy a Serger" available for a small fee from Bernina of America, Inc., 534 W. Chestnut, Hinsdale, Illinois 60521.
- "Educational Materials Brochure" available from Singer Sewing Company, 135 Raritan Center Parkway, Edison, New Jersey 08818.
- "Student Teacher," "Five Basic Wall Charts," and "Basic Sewing Book" available for a small fee from New Home Sewing Machine Co., 171 Commerce Road, Carlstadt, New Jersey 07072.
- "Elna Sewing Machine Catalog" available from Elna, 7642 Washington Avenue South, Eden Prairie, Minnesota 55344.

Certificates

- "Sewing Machine Operator's License" available for a small fee from the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Seventh Avenue, Stillwater, Oklahoma 74074.

UNIT REFERENCES

- Lyle, Dorothy S., and Brinkley, Jeanne. *Contemporary Clothing*. Peoria, Illinois: Bennett Publishing Co., 1983.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- *School Information Packet*. Hinsdale, Illinois: Bernina of America, 1987.

PRETEST ANSWERS

SEWING MACHINES

D III

OBJECTIVE 1

1. Flatbed sewing machine
2. Free-arm sewing
3. Serger/overlock machine

OBJECTIVE 2

1. Bobbin
2. Lamp switch
3. Take-up lever
4. Winder pre-tension
5. Thread tension
6. Tension indicator
7. Tension regulator
8. Spool pins
9. Select lever for utility or ornamental stitches
10. Winding device
11. Zig-zag adjusting knob
12. Needle position control knob
13. Main switch
14. Hand wheel
15. Buttonhole device
16. Stitch length control
17. Drop-feed control
18. Needle clamp
19. Needle plate
20. Presser foot

21. Thread regulator

22. Bobbin in bobbin case

23. Feed dogs

24. Presser foot lifter

25. Bobbin case

OBJECTIVE 3

1. ii
2. gg
3. o
4. v
5. p
6. jj
7. bb
8. w
9. y
10. ff
11. e
12. ee
13. u
14. z
15. cc
16. hh
17. aa
18. q
19. g
20. f
21. h
22. l
23. r
24. n

OBJECTIVE 4

Any five of the following are acceptable

- Set up and put away the sewing machine properly
- Select the correct size sewing needle
- Learn to control the machine
- Wind the bobbin
- Thread the machine
- Practice stitch on fabric swatch

OBJECTIVE 5

4, 3, 1, 5, 2

OBJECTIVE 6

1. d
2. b
3. c
4. e
5. a

OBJECTIVE 7

1. Telescoping thread guides
2. Pressure regulator
3. Spool rod
4. Needle thread tensions
5. Upper loop tensions
6. Lower loop tensions
7. Fly wheel
8. Needles
9. Presser foot
10. Upper knife
11. Lower knife
12. Lower looper
13. Upper looper
14. Suction cups

OBJECTIVE 8

Refer to answers to Assignment Sheet 1.

OBJECTIVE 9

Refer to practical tests for Job Sheets 1 through 7.

PRETEST | **SEWING MACHINES** | **D III**

NAME ______________________________ SCORE ______

OBJECTIVE 1

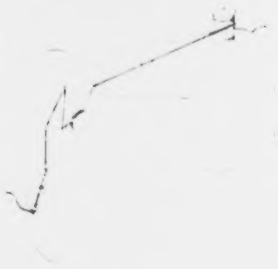
Label types of sewing machine equipment. Write the correct names in the blanks provided.

1. ____________________

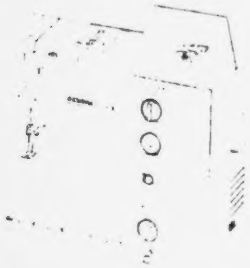
2. ____________________

3. ____________________

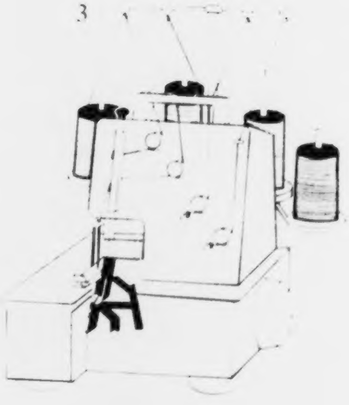
1



2

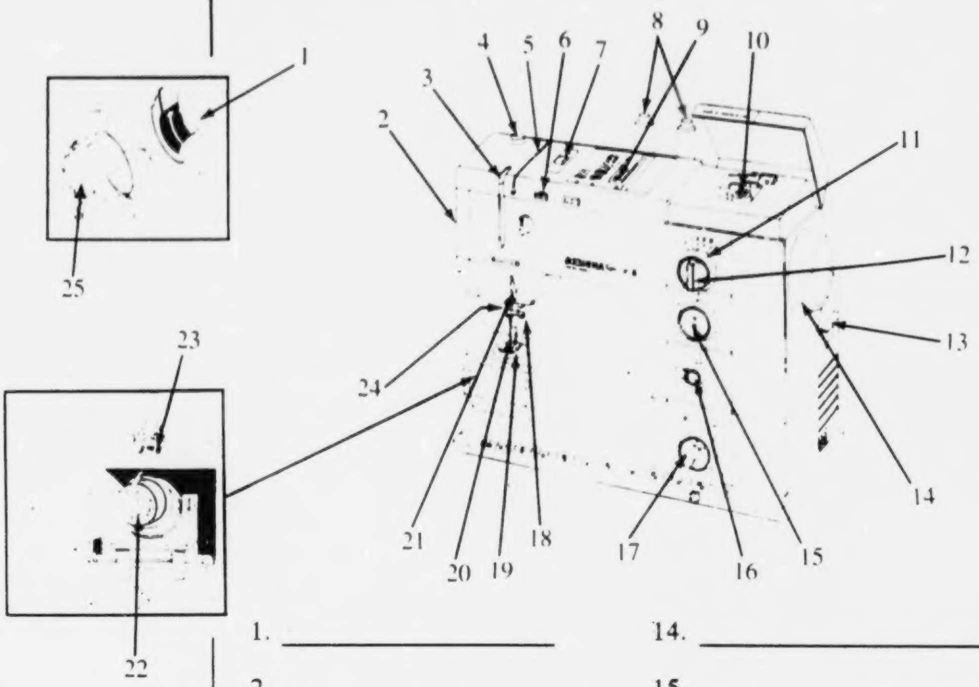


3



OBJECTIVE 2

Label principal parts of a sewing machine. Write the correct names in the blanks provided.


1
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1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

21. ____________________

22. ____________________

23. ____________________

24. ____________________

25. ____________________

OBJECTIVE 3

Match sewing machine parts to their functions/descriptions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Controls the tension on the top thread and helps the machine stitch correctly

___ 2. Selects the type of stitch performed by the machine

___ 3. Turns the electrical power to the machine on and off

___ 4. Allows the feed dog under the needle plate to drop, allowing the fabric to move freely under the presser foot

___ 5. Raises and lowers the presser foot

___ 6. Holds fabric against the presser foot while stitching

___ 7. Turns on and off the small light bulb that illuminates your work

___ 8. Indicates the amount of tension on the top thread; is set manually and usually the lower the number, the less tension applied

___ 9. Holds the bobbin while it is being wound

___ 10. Manually controls the up-and-down motion of the thread take-up lever and needle

___ 11. Holds the needle in position

___ 12. Guides the thread from the thread tension to the take-up lever

___ 13. Holds the fabric in place while sewing

a. Equipment
b. Serger
c. Sewing machine
d. Machine control
e. Needle clamp
f. Winder pre-tension
g. Bobbin
h. Spool pins
i. Needle
j. Threading points
k. Upper loop tension
l. Needle position control knob
m. Overlock
n. Bobbin case
o. Main switch
p. Presser foot lifter
q. Needle plate
r. Stitch length control
s. Flat bed
t. Seam gauge
u. Presser foot
v. Drop-feed control

___14. Pulls the correct amount of thread from the spool pin for each stitch

___15. Regulates the pressure between the feed dogs and the presser foot; must be set manually

___16. Sets the width of zig-zag and other pattern stitches

___17. Controls the stitching of buttonholes

___18. Where the needle goes down to pick up the bobbin thread; provides a smooth surface for sewing and is usually marked with stitching guidelines

___19. Holds the bottom thread in the machine

___20. Controls the tension of the top thread when winding a bobbin

___21. Holds the thread spools in place

___22. Adjusts the position of the needle within the needle plate

___23. Sets the length of the stitch

___24. Holds the bobbin in place and regulates bottom thread tension; may be separate or built in the machine

w. Tension indicator

x. Free-arm

y. Winding device

z. Take-up lever

aa. Buttonhole device

bb. Lamp switch

cc. Tension regulator

dd. Rotary blade cutter

ee. Thread regulator

ff. Hand wheel

gg. Select lever for utility or ornamental stitches

hh. Zig-zag adjusting knob

ii. Thread tension

jj. Feed dog

OBJECTIVE 4

List five basic steps to machine stitching.

____

____

____

____

____

OBJECTIVE 5

Arrange in order basic threading points on a sewing machine. Put a "1" for the first threading point, and a "2" for the second, and so on.

___ Take-up lever

___ Thread regulator

___ Spool pin

___ Needle

___ Thread tension

OBJECTIVE 6

Match sewing machine problems to their probable causes. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Improper threading of bobbin case; bobbin thread tension too tight; knot in bobbin thread

___ 2. Knot in needle thread; improper threading; upper tension too tight; needle not inserted in needle clamp as far as it will go; needle blunt or bent; needle in backwards; thread too coarse for needle; roughened hole in throat plate; improper arrangement of thread when starting to sew

a. Puckered seams

b. Breaking of needle thread

c. Breaking of needle

d. Breaking of bobbin thread

e. Skipping of stitches

f. Slipping of fabric

g. Sticking of needle

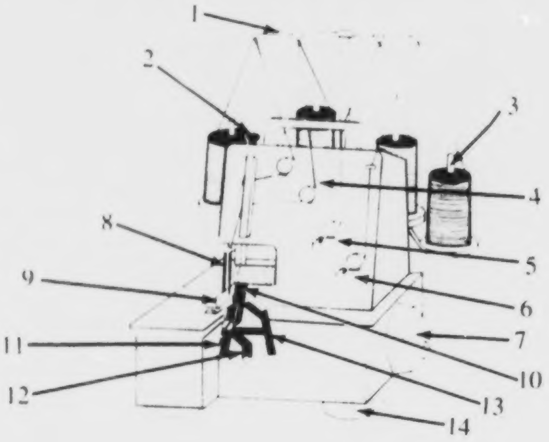
____3. Improper size of needle for thread and fabric; needle bent; pulling of fabric when stitching; needle striking improperly fastened presser foot or attachments; crossing too thick a seam with too small a needle

____4. Needle not inserted in needle clamp as far as it will go; needle in backwards; needle threaded incorrectly; needle blunt or bent; needle too small for thread; needle too short

____5. Tension too tight; stitch too long for fabric being sewn; wrong presser foot

OBJECTIVE 7

Label principal parts of a serger/overlock machine. Write the correct names in the blanks provided.



1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 8 **Determine probable causes of sewing machine problems.** SCORE ____

OBJECTIVE 9 **Demonstrate the ability to**

a. Replace sewing machine needle. RATING ____

b. Stitch straight, wavy, and curved lines. RATING ____

c. Stitch square corners. RATING ____

d. Stitch sharp angle turns. RATING ____

e. Wind a bobbin. RATING ____

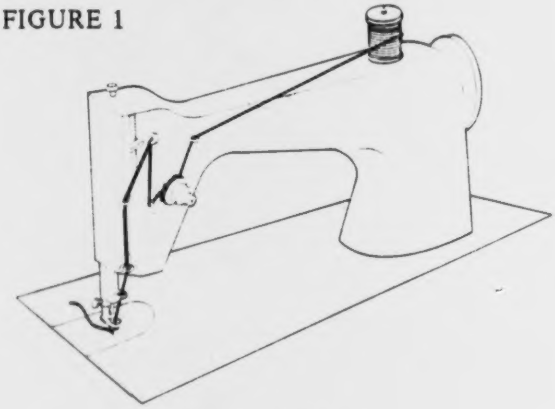
f. Thread a sewing machine. RATING ____

g. Stitch a folded edge. RATING ____

OBJECTIVE 1

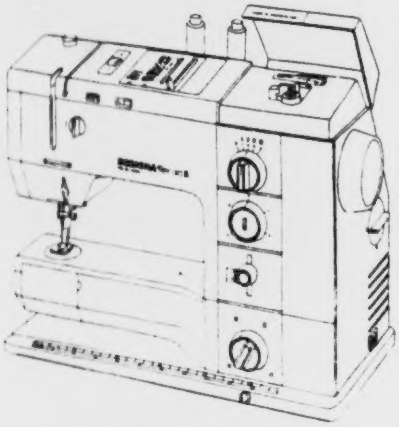
Label types of sewing machine equipment.
(Figures 1 through 3)

FIGURE 1



Flatbed sewing machine

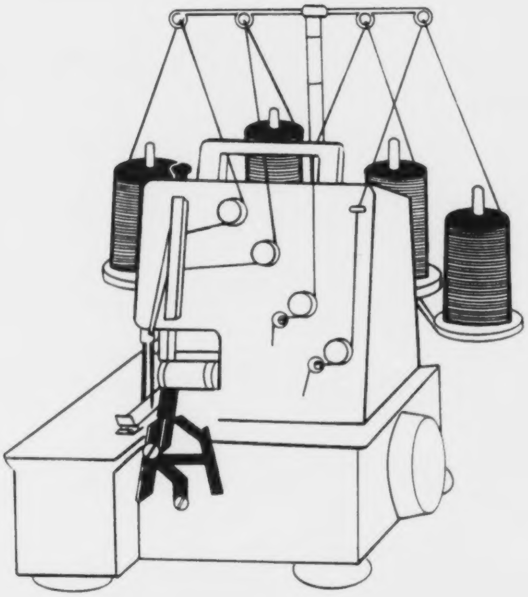
FIGURE 2



Free-arm sewing machine

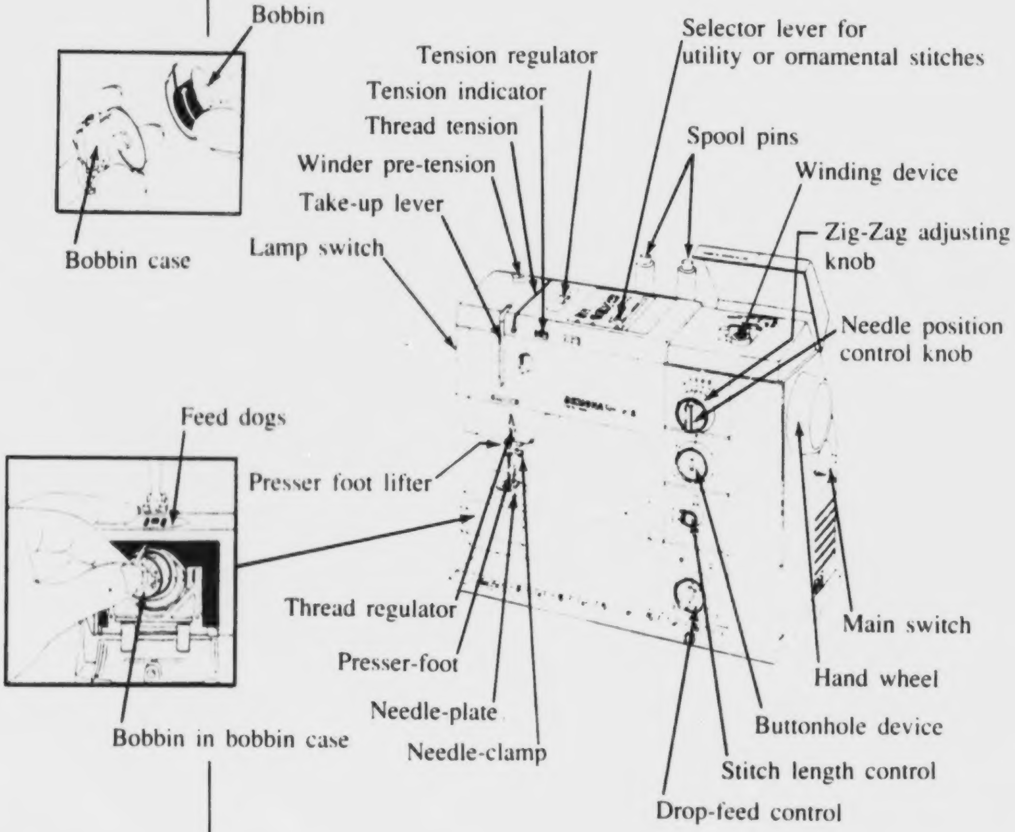
Used with permission of Bernina of America, Inc.

FIGURE 3



Serger/overlock machine

OBJECTIVE 2 **Label the principal parts of a sewing machine.**


Bobbin
Bobbin case
Tension regulator
Tension indicator
Thread tension
Winder pre-tension
Take-up lever
Lamp switch
Selector lever for utility or ornamental stitches
Spool pins
Winding device
Zig-Zag adjusting knob
Needle position control knob
Feed dogs
Presser foot lifter
Thread regulator
Presser-foot
Needle-plate
Needle-clamp
Bobbin in bobbin case
Main switch
Hand wheel
Buttonhole device
Stitch length control
Drop-feed control

Used with permission of Bernina of America, Inc.

NOTE: Refer to sewing machine manual for specific model parts and parts' locations.

OBJECTIVE 3

Match sewing machine parts to their functions/descriptions.

NOTE: The following descriptions refer to the preceding illustrations. Some models may not have all these features. Other models may have additional features. Features may be located in slightly different places on other machines.

- **Lamp switch**—Turns on and off the small light bulb that illuminates your work
- **Take-up lever**—Pulls the correct amount of thread from the spool pin for each stitch
- **Winder pre-tension**—Controls the tension of the top thread when winding a bobbin
- **Thread tension**—Controls the tension on the top thread and helps the machine stitch correctly
- **Tension indicator**—Indicates the amount of tension on the top thread; is set manually and usually the lower the number, the less tension applied
- **Tension regulator**—Regulates the pressure between the feed dogs and the presser foot; must be set manually
- **Spool pins**—Holds the thread spools in place
- **Select lever for utility or ornamental stitches**—Selects the type of stitch performed by the machine
- **Winding device**—Holds the bobbin when it is being wound
- **Zig-zag adjusting knob**—Sets the width of zig-zag and other pattern stitches
- **Needle position control knob**—Adjusts the position of the needle within the needle plate
- **Main switch**—Turns the electrical power to the machine on and off
- **Hand wheel**—Manually controls the up-and-down motion of the thread take-up lever and needle
- **Buttonhole device**—Controls the stitching of buttonholes
- **Stitch length control**—Sets the length of the stitch

- **Drop-feed control**—Allows the feed dog under the needle plate to drop, allowing the fabric to move freely under the presser foot
- **Needle clamp**—Holds the needle in position
- **Needle plate**—Where the needle goes down to pick up the bobbin thread; it provides a smooth surface for sewing and is usually marked with stitching guidelines
- **Presser foot**—Holds the fabric in place while sewing
- **Presser foot lifter**—Raises and lowers the presser foot
- **Thread regulator**—Guides the thread from the thread tension to the take-up lever
- **Bobbin**—Holds the bottom thread in the machine
- **Bobbin case**—Holds the bobbin in place and regulates bottom thread tension; may be separate or built in to the machine
- **Feed dog**—Holds the fabric against the presser foot while stitching

OBJECTIVE 4 **List basic steps to machine stitching.**

In order to make your use of the sewing machine as successful as possible, and to care for the classroom equipment correctly, there are some basic steps you need to follow.

- Set and put away the sewing machine properly.

  NOTE: Your teacher will show you how.

- Select the correct size sewing machine needle.

  NOTE: Job Sheet 1 will show you how to remove and replace the needle and allow you to develop this skill. Sewing machine needles come in various sizes and types. The one you use will be determined by the type of fabric and the sewing machine manufacturer's specifications.

- Learn to control the machine.

  NOTE: Job Sheets 2, 3, 4, and 7 will show you how and allow you to develop this skill.

- Wind the bobbin.

NOTE: Job sheet 5 will allow you to develop this skill.

- Thread the machine.

NOTE: Objective 5 will show you how. Job Sheet 6 will allow you to develop this skill.

- Practice stitch on fabric swatch.

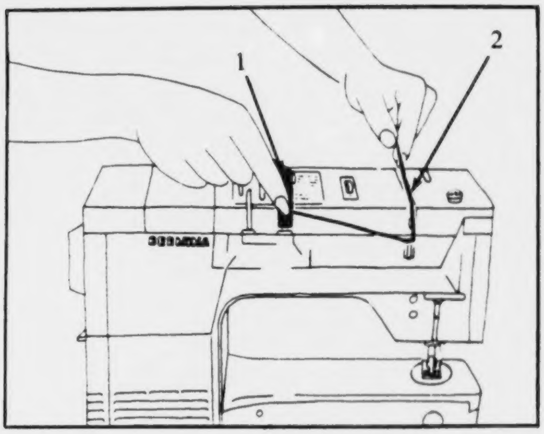
NOTE: This will allow you to evaluate and adjust stitch length and thread and presser foot tensions.

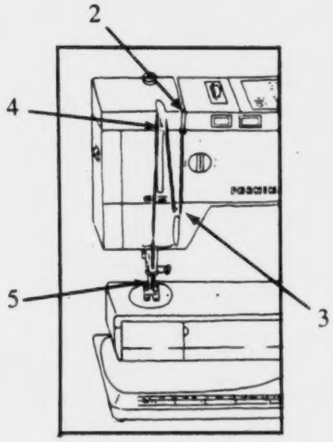
CAUTION: You may adjust the stitch length yourself. Only your instructor should adjust the tensions.

OBJECTIVE 5 **Arrange in order basic threading points on a sewing machine.**

In addition to several thread guides or thread regulators that hold the thread in line and keep it from tangling, there are five basic threading points found on most sewing machines.

1. Spool pin
2. Thread tension
3. Thread regulator
4. Take-up lever
5. Needle





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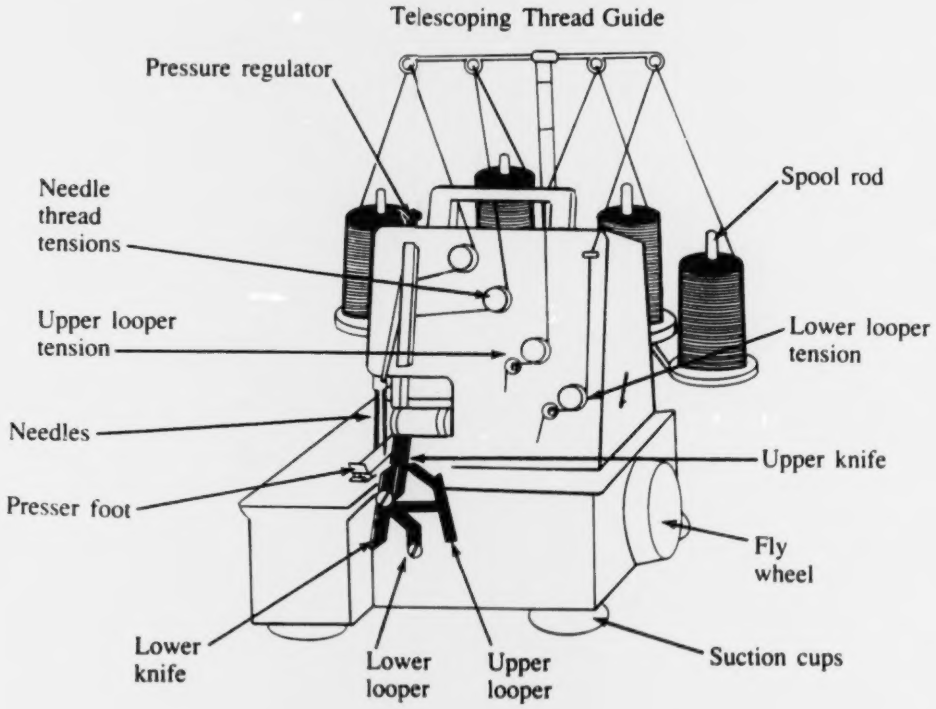
OBJECTIVE 6 **Match sewing machine problems to their probable causes.**

The following chart will help you determine the causes of common sewing machine problems.

PROBLEMS	PROBABLE CAUSES
Breaking of Needle Might be Caused by:	• Improper size of needle for thread and fabric. • Needle bent. • Pulling of fabric when stitching. • Needle striking improperly fastened presser foot or attachments. • Crossing too thick a seam with too small a needle.
Breaking of Needle Thread Might be Caused by:	• A knot in needle thread. • Improper threading. • Upper tension too tight. • Needle not inserted in needle clamp as far as it will go. • Needle blunt or bent. • Needle in backwards. • Thread too coarse for needle. • Roughened hole in throat plate. • Improper arrangement of thread when starting to sew.
Breaking of Bobbin Thread Might be Caused by:	• Improper threading of bobbin case. • Bobbin thread tension too tight. • A knot in bobbin thread.
Skipping of Stitches Might be Caused by:	• Needle not inserted in needle clamp as far as it will go. • Needle in backwards. • Needle threaded incorrectly. Thread from long groove side to short groove side. • Needle blunt or bent. • Needle too small for thread. • Needle too short.
Puckered Seams Might be Caused by:	• Tension too tight. • Stitch too long for fabric being sewn. • Wrong presser foot. Use only the presser foot provided for each particular machine, as they are in some cases, not interchangeable.

OBJECTIVE 7 | **Label principal parts of a serger/overlock machine.**


Telescoping Thread Guide
Pressure regulator
Needle thread tensions
Upper looper tension
Needles
Presser foot
Lower knife
Lower looper
Upper looper
Spool rod
Lower looper tension
Upper knife
Fly wheel
Suction cups

NOTE: A serger is used to cut, seam, and neaten garment piece edges in one operation. The result is a professional look to the garment seams.

421

ASSIGNMENT SHEET 1

SEWING MACHINES

D III

NAME ______________________________ SCORE _______

OBJECTIVE 8

Determine probable causes of sewing machine problems.

INTRODUCTION

Even the most experienced sewing machine operators sometimes have problems. Objective 6 deals with sewing machine problems and their probable causes. The questions on this assignment sheet emphasize this area.

DIRECTIONS

Analyze the case studies below. Write your answer in the spaces provided.

1. You have just changed the presser foot and the needle breaks as soon as you begin sewing again. What might have caused the break?

____

____

____

____

____

2. Your sewing machine has been working perfectly, but you change your needle and your thread begins breaking. What may have caused the break?

____

____

____

____

____

3. You finish a seam and it looks puckered. What may have caused the problem?

4. Your bobbin thread breaks. You check the threading of the bobbin case and the bobbin thread tension, but both are fine. What else may have caused the thread to break?

5. Your sewing machine has been sewing perfect stitches, but you stop to put on new thread, and your machine begins skipping stitches with the new thread. What might have caused the problem?

ASSIGNMENT SHEET 1

1. Needle striking an improperly fastened presser foot.
2. Needle not inserted in needle clamp as far as it will go; needle blunt or bent; needle in backwards; knot in needle thread; thread too coarse for needle; improper arrangement of thread when starting to sew.
3. Tension too tight; stitch too long for fabric being sewn; wrong presser foot.
4. Knot in bobbin thread.
5. Needle threaded incorrectly.

OBJECTIVE 9a

Replace sewing machine needle.

INTRODUCTION

Sewing machine manufacturers recommended that only certain types of needles be used in their machines. Occasionally needles break or become dull and prevent the machine from sewing correctly. Various types and weights of fabric also require different needle sizes and types. It is therefore important that you know how to replace a sewing machine needle.

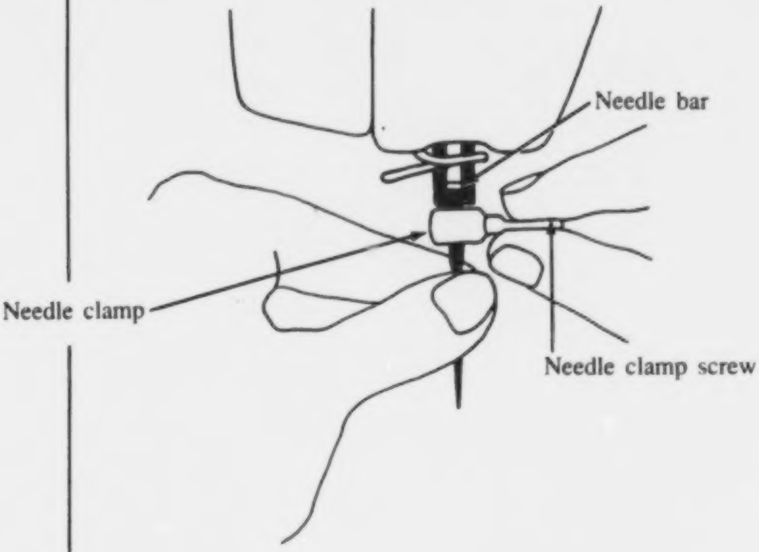
EQUIPMENT AND SUPPLIES

- Sewing machine
- Machine needle

PROCEDURE

1. Turn the sewing machine hand wheel until the needle is at it's highest point.
2. Loosen the needle clamp screw of the needle clamp. (Figure 1)

FIGURE 1



3. Remove the needle.
4. Insert new needle with long groove side on the same side of the needle bar as the last thread guide. (Figure 2)

NOTE: Figure 3 is enlarged enough to show details of needle. Align flat side of needle in accordance with sewing machine manufacturer's specification.

FIGURE 2

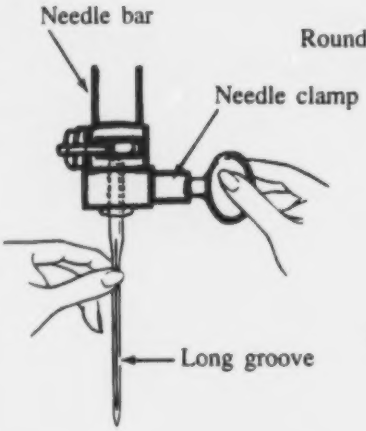
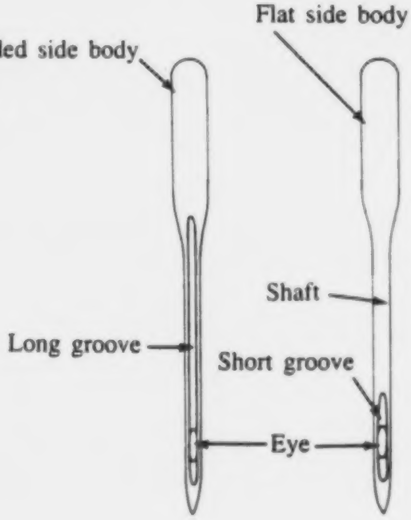

Needle bar
Needle clamp
Long groove

FIGURE 3


Flat side body
Rounded side body
Shaft
Long groove
Short groove
Eye

5. Push needle up into slot as high as possible.
6. Tighten the needle clamp screw securely.
7. Have instructor evaluate your work.
8. Dispose of or store replaced needle properly.

OBJECTIVE 9b

Stitch straight, wavy, and curved lines.

INTRODUCTION

Learning to control the sewing machine is a very important step in using a sewing machine successfully. Some of your stitching will be straight while other stitching lines will be wavy or curved. The best way to learn to follow these lines is to practice by using an empty bobbin and no thread and stitching on lined stitching charts.

EQUIPMENT AND SUPPLIES

- Sewing machine
- Empty bobbin
- Stitching charts

  NOTE: These are provided on the following pages.

PROCEDURE

For each stitching chart

1. Set stitch length regulator according to note on each stitching chart.
2. Lower the needle into the paper at "start" position on paper by turning the hand wheel.
3. Lower the presser foot.
4. Stitch as slowly as necessary to follow the lines.
5. Stop machine at "stop" position on paper.
6. Raise needle to the highest point by turning the hand wheel.
7. Raise presser foot.
8. Remove paper.
9. Have instructor evaluate your work.
10. Clean area and put away equipment and supplies.

Stitching Chart - Straight lines

NOTE: Set stitch length regulator at 15 stitches per inch.

Start Stop

Start Stop

Start Stop

Start Stop

Start Stop

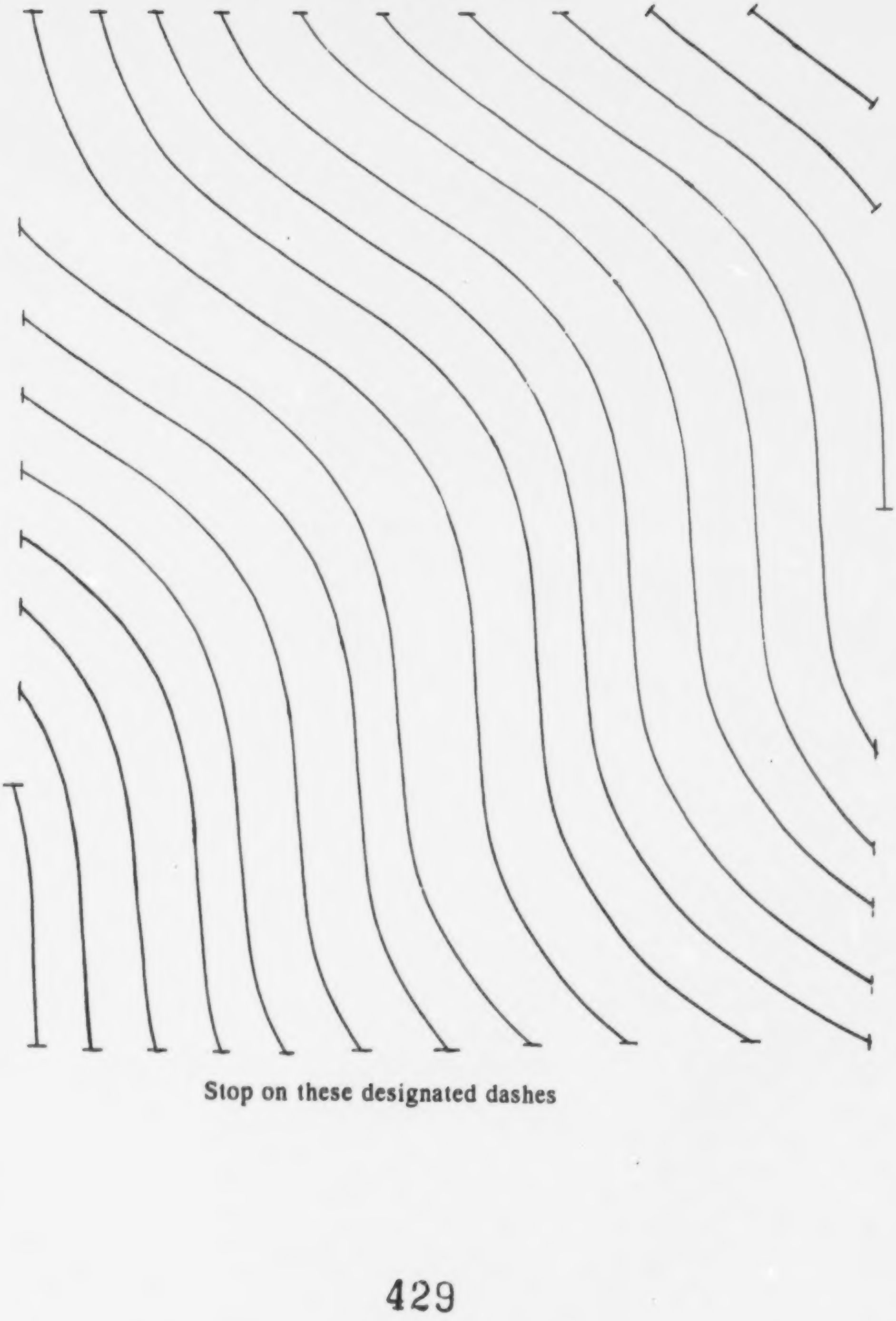
Start Stop

Start Stop

Stitching Chart - Wavy Lines

NOTE: Set stitch length regulator at 6 stitches per inch.

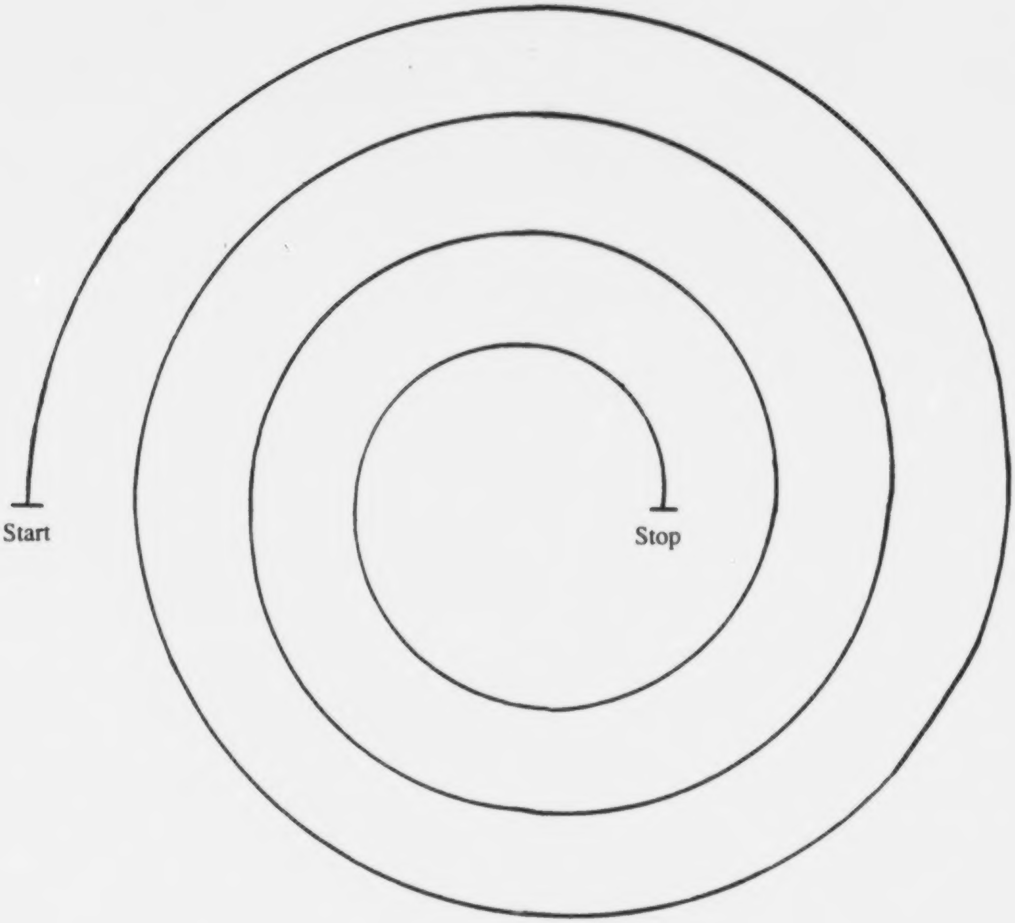
Start on these designated dashes



Stop on these designated dashes

Stitching Chart - Curved Lines

NOTE: Set stitch length regulator at 8-10 stitches per inch.



OBJECTIVE 9c **Stitch square corners.**

INTRODUCTION

In addition to stitching straight, wavy, and curved lines, there will be many times you will be required to turn a square corner. Again, the best way to develop this skill is to practice by using an empty bobbin and no thread and stitching on a piece of lined paper or stitching chart.

EQUIPMENT AND SUPPLIES

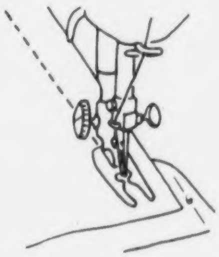
- Sewing machine
- Empty bobbin
- Stitching chart

  NOTE: This is provided on the following page.

PROCEDURE

1. Set stitch length regulator for 15 stitches per inch.
2. Lower the needle into the paper at designated dash by turning the hand wheel forward.
3. Lower the presser foot.
4. Stitch along line to corner. (Figure 1)

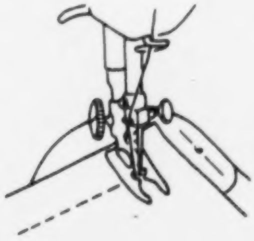
FIGURE 1



5. Stop machine with needle in the paper.
6. Raise the presser foot.

7. While needle is still in the paper, turn the paper in position for stitching. (Figure 2)

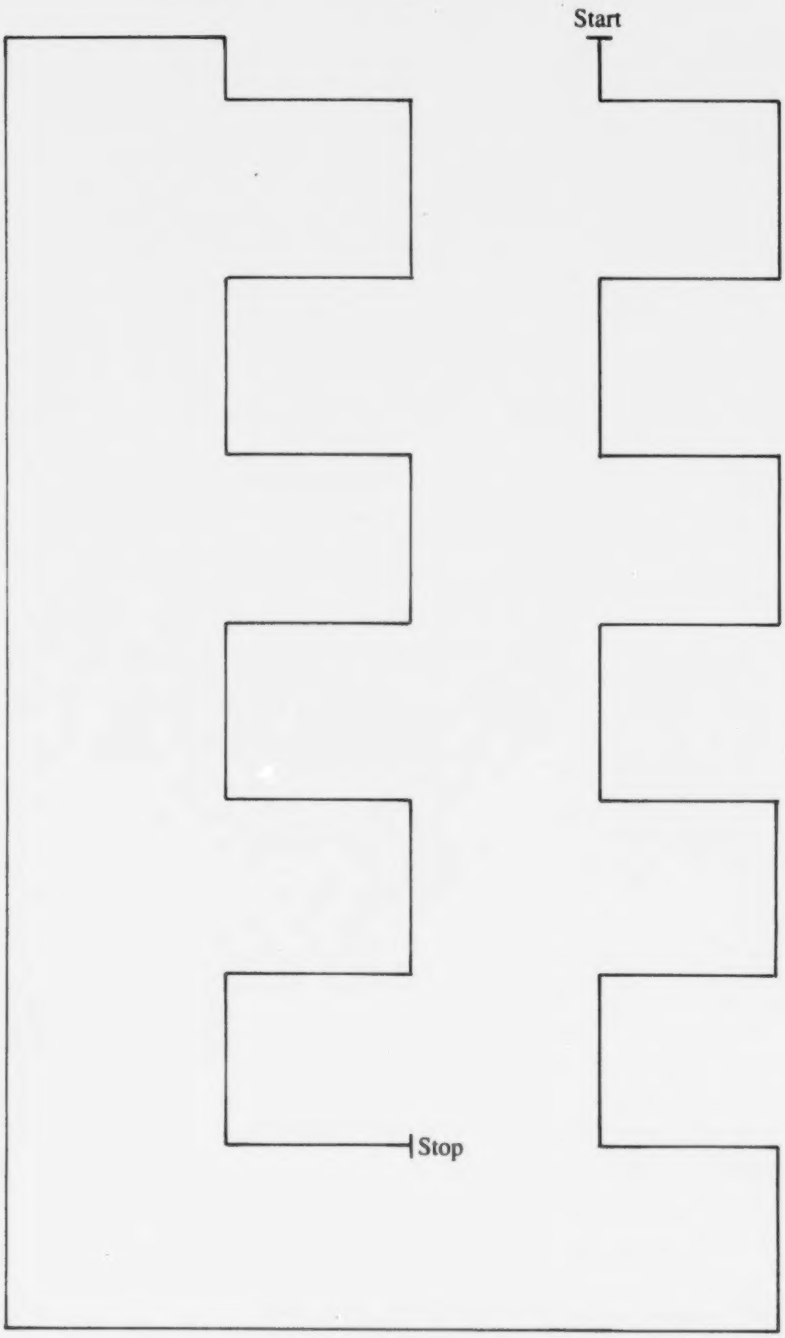
FIGURE 2



8. Lower the presser foot.
9. Continue stitching to next corner.
10. Repeat steps 5 through 9 until stitching is completed.
11. Stop stitching at designated dash.
12. Raise needle to the highest point by turning the hand wheel.
13. Raise the presser foot.
14. Remove paper.
15. Have instructor evaluate your work.
16. Clean area and put away equipment and supplies.

Stitching Chart - Turn Square Corners

NOTE: Set stitch length at 15 stitches per inch.



OBJECTIVE 9d

Stitch sharp angle turns.

INTRODUCTION

Not all machine stitching is straight, wavy, curved, or square angles. Some stitching requires sharp angle turns. The best way to practice making sharp angle turns is to use an empty bobbin and no thread and stitch on a lined stitching chart.

EQUIPMENT AND SUPPLIES

- Sewing machine
- Empty bobbin
- Stitching chart

  NOTE: This is provided on the following page.

PROCEDURE

1. Set stitch length regulator to 15 stitches per inch.
2. Lower the needle into the paper at the designated dash by turning the hand wheel.
3. Lower the presser foot.
4. Stitch along line.
5. Slow the machine when nearing turning point.
6. Stop stitching exactly at the corner, with needle in paper.
7. Raise the presser foot.
8. Turn the paper to the desired angle.
9. Lower presser foot.
10. Continue stitching on line.
11. Stitch the entire chart repeating steps 5 through 10.
12. Stop machine at designated dash.
13. Raise needle to the highest point by turning the hand wheel.
14. Raise presser foot.

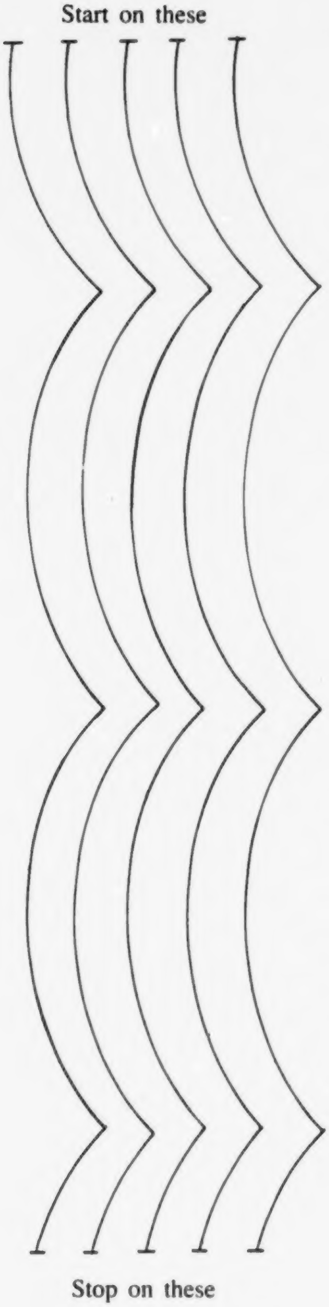
15. Remove paper.

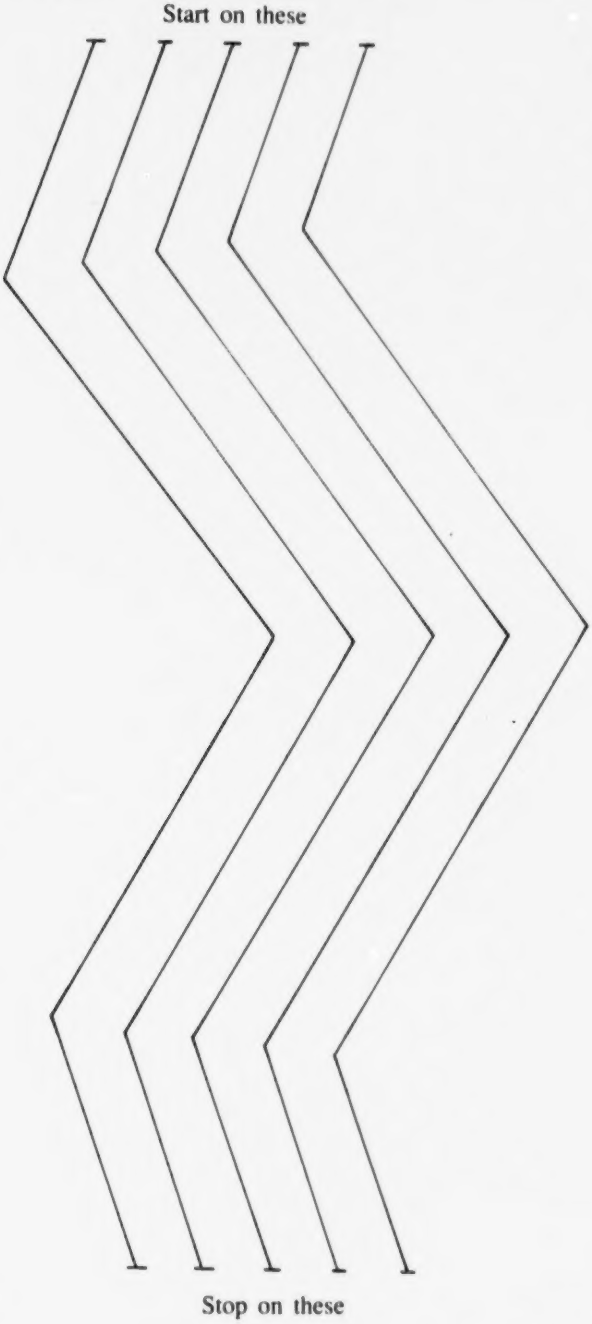
16. Have instructor evaluate your work.

17. Clean area and put away equipment and supplies.

Stitching Chart - Sharp Angle Turns

NOTE: Set stitch length regulator at 15 stitches per inch.


Start on these
Stop on these


Start on these
Stop on these

OBJECTIVE 9e

Wind a bobbin.

INTRODUCTION

The procedure for winding a bobbin differs among different machines. To wind a bobbin for most machines, you must remove the bobbin from the machine and place it on the bobbin winding device. Other machines allow you to wind bobbins without removing them from the machine.

EQUIPMENT AND SUPPLIES

- Sewing machine
- Empty bobbin
- Spool of thread

PROCEDURE

NOTE: General instructions are given below, but check the sewing machine manual for exact procedure. Choose the procedure appropriate for your available machine.

For bobbins wound outside the machine:

1. Disengage needle movement according to sewing machine instruction manual.
2. Put the spool of thread on the spool pin according to machine manual specifications.
3. Pass the thread through the necessary thread guides.
4. Pass the thread through winder pre-tension.
5. If the bobbin has a hole or holes in the sides, thread the end of the thread through the hole or one of the holes. If there are no holes, wind the end of the thread around the bobbin several times.
6. Place the bobbin on the winding device.
7. Engage the winding device according to the sewing machine instruction manual.
8. Start the machine to run slowly.

9. If necessary, guide the thread gently with your finger to ensure that the thread is evenly distributed on the bobbin.

10. Cut the thread when bobbin is full and machine stops automatically.

11. Remove bobbin from winding device.

12. If necessary, engage the needle movement according to sewing machine instruction manual.

For bobbins wound inside the machine:

1. Thread the machine according to the sewing machine instruction manual.

2. Open slide plate (removable plate next to needle plate that allows access to bobbin).

3. Raise presser foot.

4. Insert empty bobbin into the machine's built-in case.

5. Lead thread from the needle and wind once around presser foot screw.

6. Firmly hold end of thread.

7. Press bobbin push button to left or as indicated in instruction manual.

8. Start the machine.

9. Run machine at moderate speed.

10. Pull end of thread away after winding thread around bobbin a few times.

    NOTE: Do not fill beyond full ring indicator on bobbin.

11. Close slide plate to release push button.

12. Cut the thread after winding the bobbin.

13. Have instructor evaluate your work.

14. Clean area and put away equipment and supplies.

OBJECTIVE 9f

Thread a sewing machine.

INTRODUCTION

Sewing machine threading procedures differ among different brands and models of machines. Regardless of what type of machine you will be using, it is important that you know how to thread your machine correctly. Even a small mistake in threading can cause missed stitches, broken thread, inferior stitching, and many other problems.

EQUIPMENT AND SUPPLIES

- Sewing machine
- Spool of thread
- Wound bobbin

PROCEDURE

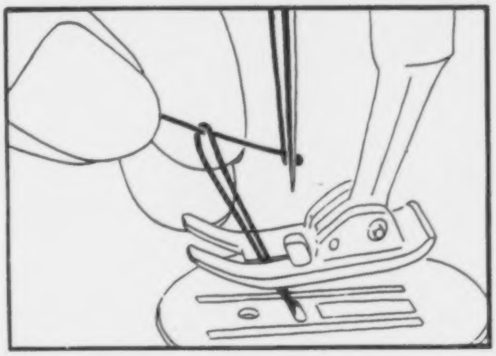
NOTE: General instructions are given below, but check the sewing machine manual for exact procedure.

1. Place spool of thread on spool pin.
2. Holding end of thread, guide thread through thread tension discs.
3. Pass thread through thread regulator.
4. Slip thread in slot of take-up lever.
5. Bring thread down to thread guide.
6. Insert end of thread through eye of needle from the side facing the last thread guide.
7. Place filled bobbin in case.
8. Hold the end of top thread with your left hand.
9. Turn the hand wheel counterclockwise one full turn with your right hand.

   NOTE: The needle should drop into the bobbin area and loop the top thread around the bottom thread.

10. Pull the top thread so the bottom thread comes up through the needle plate. (Figure 1)

FIGURE 1



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11. Take both threads and lay them to the left or behind the presser foot.

    NOTE: Follow sewing machine instruction manual.

12. Have instructor evaluate your work.

13. Put away equipment and supplies.

OBJECTIVE 9g

Stitch a folded edge.

INTRODUCTION

Once you have learned how to control a sewing machine, you will be ready to start sewing on your clothing construction project. One of the basic techniques you will need to learn is to stitch a folded edge or hem.

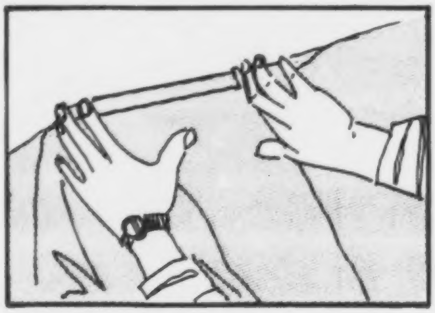
EQUIPMENT AND SUPPLIES

- Sewing machine, threaded
- Paper towel or fabric (small scrap)
- Seam gauge
- Straight pins

PROCEDURE

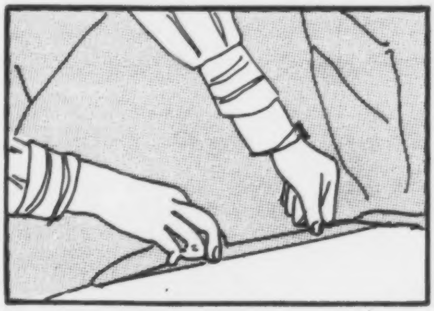
1. Fold under 1/4 inch on one side of paper towel or fabric. (Figure 1)

FIGURE 1



2. Fold again 1 inch. There is now a 1-inch hem. (Figure 2)

FIGURE 2



3. Set stitch length regulator for 10 to 12 stitches per inch.
4. Stitch the hem 1/8 inch from the edge of the first fold.
5. Backstitch a few stitches at each end of stitching.
6. Clip threads.
7. Have instructor evaluate your work.
8. Put away equipment and supplies.

JOB SHEET 1

Replace sewing machine needle.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Turned the sewing machine hand wheel until the needle was at its highest point.	_____	_____
2. Loosened the needle clamp screw of the needle clamp.	_____	_____
3. Removed the needle.	_____	_____
4. Inserted the new needle with long groove side on the same side of the needle bar as the last thread guide.	_____	_____
5. Pushed needle up into slot as high as possible.	_____	_____
6. Tightened the needle clamp screw securely.	_____	_____
7. Disposed of or stored replaced needle properly.	_____	_____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Remove Needle	4 Able to remove needle successfully	3 Able to remove needle, but did so without having needle at its highest point	2 Performed steps, but could not loosen needle clamp screw	1 Unable to remove needle
Replace Needle	4 Able to replace needle successfully	3 Inserted needle, but did not tighten needle clamp screw securely	2 Inserted needle, but did not push needle up into slot as high as possible	1 Placed long groove side of needle on different side of the needle bar than the last thread guide

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 2

Stitch straight, wavy, and curved lines.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Set the stitch length regulator according to note on each stitching chart.	____	____
2. Lowered the needle into the paper at designated dashes.	____	____
3. Lowered the presser foot.	____	____
4. Stitched as slowly as necessary to follow the lines.	____	____
5. Stopped the machine at ends of lines.	____	____
6. Raised needle to the highest point.	____	____
7. Raised the presser foot.	____	____
8. Removed the paper.	____	____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Stitch length	4 Stitches per inch are the same as indicated on each stitching chart	3 Two stitching charts have correct stitch lengths	2 One stitching chart has correct stitch length	1 No charts have correct stitch lengths
Stitching lines	4 All stitching on designated lines	3 Stitching close to lines, but not exact	2 Most stitching close to lines	1 Lines start and stop at designated dashes, but not on designated lines

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 3

Stitch square corners.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Set the stitch length for 15 stitches per inch.	____	____
2. Lowered the needle into the paper at designated dash.	____	____
3. Lowered the presser foot.	____	____
4. Stitched along line to corner.	____	____
5. Stopped machine with needle in paper.	____	____
6. Raised the presser foot.	____	____
7. Turned paper in position for stitching.	____	____
8. Lowered the presser foot.	____	____
9. Continued stitching to next corner.	____	____
10. Repeated steps 5 through 9 until stitching was completed.	____	____
11. Stopped stitching at designated dash.	____	____
12. Raised needle to the highest point.	____	____
13. Raised presser foot.	____	____
14. Removed paper.	____	____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Stitching lines	4 All stitching on indicated line	3 Stitching close to line, but not exact	2 Most stitching close to line	1 Stitching starts and stops at indicated dashes
Corner stitching	4 Stitching at corners makes 90° angles	3 Most corners make 90° angle	2 Most stitching close to corners	1 No stitching close to corners

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 4

Stitch sharp angle turns.

Student's name ________________________ Date ___________

Evaluator's name ________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Set stitch length regulator to 15 stitches per inch.	_____	_____
2. Lowered the needle into the paper at the designated dash by turning the hand wheel.	_____	_____
3. Lowered the presser foot.	_____	_____
4. Stitched along line to corner.	_____	_____
5. Slowed the machine when nearing turning point.	_____	_____
6. Stopped machine exactly at the corner, with needle in paper.	_____	_____
7. Raised the presser foot.	_____	_____
8. Turned the paper to the desired angle.	_____	_____
9. Lowered presser foot.	_____	_____
10. Continued stitching on line.	_____	_____
11. Repeated steps 5 through 10 until stitching was completed.	_____	_____
12. Stop machine at designated dash.	_____	_____
13. Raised needle to the highest point by turning the hand wheel.	_____	_____
14. Raised presser foot.	_____	_____
15. Removed paper.	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Stitching lines	4 All stitching on indicated lines	3 Stitching close to lines, but not exact	2 Most stitching close to lines	1 Stitching starts and stops at indicated dashes
Angle turns	4 All stitching makes exact angle turns	3 Most stitching makes exact angle turns	2 Most stitching close to angle turns	1 No stitching close to angle turns

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

SEWING MACHINES

D III

JOB SHEET 5

Wind a bobbin.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
For bobbins wound outside the machine:		
1. Disengaged needle movement according to sewing machine instruction manual.	____	____
2. Put thread on the spool pin.	____	____
3. Passed the thread through the necessary guides.	____	____
4. Passed the thread through winder pre-tension.	____	____
5. Threaded end of thread through hole on bobbin side, if available, or wound end of thread around bobbin several times.	____	____
6. Placed bobbin onto the winding device.	____	____
7. Engaged the winding device according to machine manual.	____	____
8. Ran the machine slowly.	____	____
9. Guided thread with finger to ensure even distribution on the bobbin, if necessary.	____	____
10. Cut the thread when bobbin was full.	____	____
11. Removed bobbin from winding device.	____	____
12. Reactivated needle movement.	____	____

The student:	YES	NO
For bobbins wound inside the machine:		
1. Threaded the machine correctly.	____	____
2. Opened slide plate.	____	____
3. Raised presser foot.	____	____
4. Inserted empty bobbin into built-in case.	____	____
5. Led thread from the needle and wound once around presser foot screw.	____	____
6. Held end of thread firmly.	____	____
7. Pressed bobbin push button correctly.	____	____
8. Started the machine.	____	____
9. Ran the machine at moderate speed.	____	____
10. Pulled end of thread away after winding thread around bobbin a few times.	____	____
11. Closed slide plate.	____	____
12. Cut thread.	____	____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Machine threading for bobbin winding	4 Thread through all guides and tensions according to instruction manual	3 Thread through most guides and tensions	2 Thread through a few of the guides and tensions	1 Unable to thread machine for bobbin winding
Wound bobbin	4 Thread very evenly distributed around bobbin	3 Thread fairly evenly distributed around bobbin	2 Thread unevenly distributed around bobbin	1 Unable to get thread to wind around bobbin

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

SEWING MACHINES

D III

JOB SHEET 6

Thread a sewing machine.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Placed spool of thread on spool pin.	_____	_____
2. Guided thread through thread tension discs.	_____	_____
3. Passed thread through thread regulator.	_____	_____
4. Slipped thread in slot of take-up lever.	_____	_____
5. Brought thread down to thread guide.	_____	_____
6. Inserted end of thread through eye of needle from the side facing the last thread guide.	_____	_____
7. Placed filled bobbin in case.	_____	_____
8. Held on to thread with left hand.	_____	_____
9. Turned the hand wheel counterclockwise one full turn with right hand.	_____	_____
10. Pulled top thread so the bottom thread came up through the needle plate.	_____	_____
11. Layed both top and bottom thread to the left or behind the presser foot.	_____	_____

EVALUATOR'S COMMENTS

____

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____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Top thread	4 Threaded according to manual guidelines	3 Threaded machine, but missed one guide or tension	2 Threaded machine, but missed two or more guides or tensions	1 Unable to thread top thread
Bobbin thread	4 Threaded according to manual guidelines	3 Placed bobbin in case, but unable to pull bobbin thread up through needle plate	2 Placed bobbin in case, but not correctly threaded	1 Unable to perform procedures according to manual guidelines

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 7

Stitch a folded edge.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Folded under 1/4 inch on one side of paper towel or fabric.	_____	_____
2. Folded again to make 1-inch hem.	_____	_____
3. Set stitch length regulator for 10 to 12 stitches per inch.	_____	_____
4. Stitched 1/8 inch from edge of first fold.	_____	_____
5. Backstiched a few stitches at each end of stitching.	_____	_____
6. Clipped threads.	_____	_____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

1-inch hem	4 Hem measures 1 inch	3 Hem measures 1 inch at intervals but basically uneven	2 Hem is not 1 inch	1 Unable to fold 1-inch hem
Stitching	4 Stitch length is 10 to 12 per inch and 1/8 inch from first folded edge	3 Stitch length is 10 to 12 per inch, but is not 1/8 inch from first folded edge	2 Stitch length is not 10 to 12 per inch and not 1/8 inch from first folded edge	1 Unable to adjust stitch length and stitch 1/8 inch from first folded edge

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

SEWING MACHINES

D III

NAME ______________________________ SCORE ______

OBJECTIVE 1

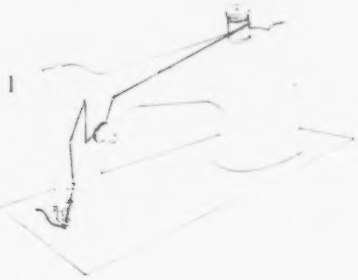
Label types of sewing machine equipment. Write the correct names in the blanks provided.

1. ____________________

2. ____________________

3. ____________________

1



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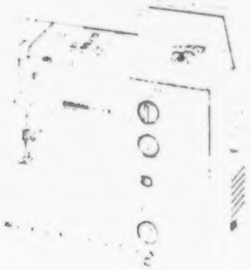

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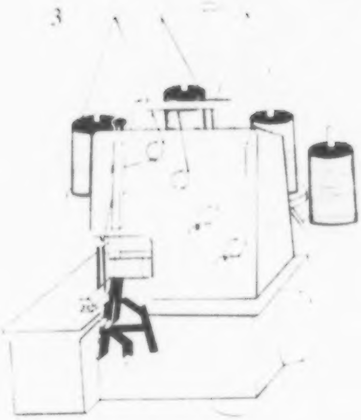
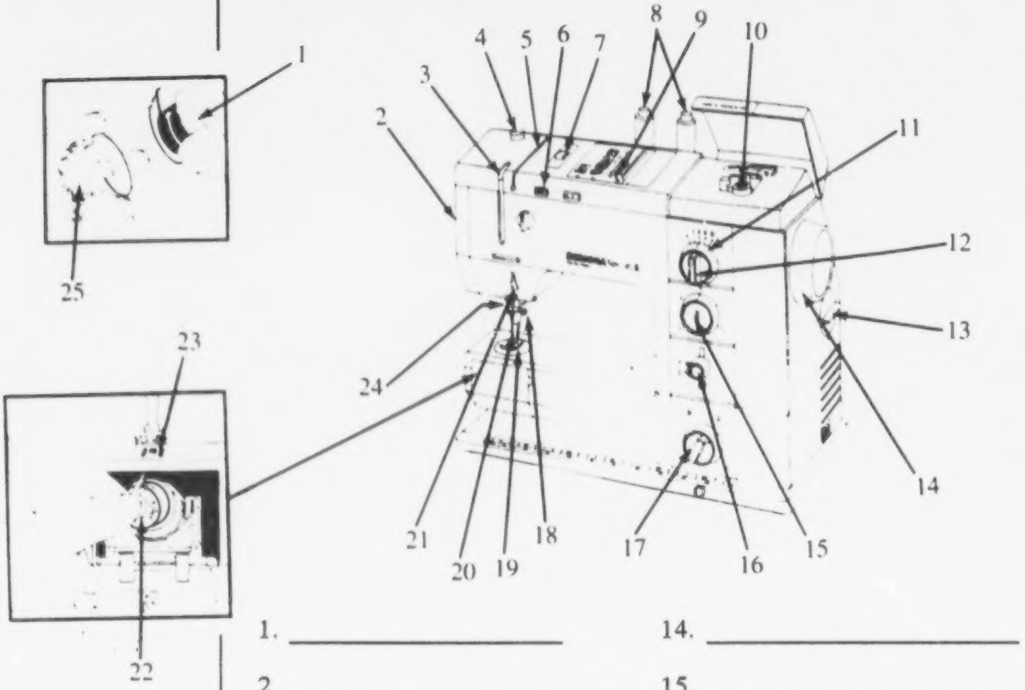


OBJECTIVE 2 | **Label principal parts of a sewing machine.** Write the correct names in the blanks provided.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25. ______________________

OBJECTIVE 3

Match sewing machine parts to their functions/descriptions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Turns on and off the small light bulb that illuminates your work

___ 2. Pulls the correct amount of thread from the spool pin for each stitch

___ 3. Controls the tension of the top thread when winding a bobbin

___ 4. Controls the tension on the top thread and helps the machine stitch correctly

___ 5. Indicates the amount of tension on the top thread; must be set manually and usually the lower the number, the less tension applied

___ 6. Regulates the pressure between the feed dogs and the presser foot; must be set manually

___ 7. Holds the thread spool in place

___ 8. Selects the type of stitch performed by the machine

___ 9. Holds the bobbin when it is being wound

___ 10. Sets the width of zig-zag and other pattern stitches

___ 11. Adjusts the position of the needle within the needle plate

___ 12. Turns the electrical power to the machine on and off

a. Equipment

b. Spool pins

c. Main switch

d. Drop-feed control

e. Lamp switch

f. Thread regulator

g. Zig-zag adjusting knob

h. Feed dog

i. Sewing machine

j. Needle

k. Presser foot lifter

m. Tension regulator

n. Thread tension

o. Machine control

p. Serger

q. Needle plate

r. Tension indicator

s. Rotary blade cutter

t. Threading points

___13. Manually controls the up and down motion of the thread take-up lever and needle

___14. Controls the stitching of buttonholes

___15. Sets the length of the stitch

___16. Allows the feed dog under the needle plate to drop, allowing the fabric to move freely under the presser foot

___17. Holds the needle in position

___18. Where the needle goes down to pick up the bobbin thread; provides a smooth surface for sewing and is usually marked with stitching guidelines

___19. Holds the fabric in place while you sew

___20. Raises and lowers the presser foot

___21. Guides the thread from the thread tension to the take-up lever

___22. Holds the bottom thread in the machine

___23. Holds the bobbin in place and regulates bottom thread tension; may be separate or built in to the machine

___24. Holds fabric against the presser foot while stitching

u. Bobbin
v. Select lever for utility or ornamental stitches
w. Needle clamp
x. Upper loop tension
y. Needle position control knob
z. Hand wheel
aa. Winder pre-tension
bb. Overlock
cc. Stitch length control
dd. Winding device
ee. Bobbin case
ff. Flatbed
gg. Take-up lever
hh. Seam gauge
ii. Buttonhole device
jj. Presser foot

OBJECTIVE 4

List five of the basic steps to machine stitching.

____

____

____

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OBJECTIVE 5

Arrange in order basic threading points on a sewing machine. Write the correct numbers in the blanks provided.

___ Take-up lever

___ Spool pin

___ Thread regulator

___ Needle

___ Thread tension

OBJECTIVE 6

Match sewing machine problems to their probable causes. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Improper threading of bobbin case; bobbin thread tension too tight; a knot in bobbin thread

___ 2. Tension too tight; stitch too long for fabric being sewn; wrong presser foot

___ 3. Improper size of needle for thread and fabric; needle bent; pulling of fabric when stitching;needle striking improperly fastened presser foot or attachments; crossing too thick a seam with too small a needle

a. Breaking of bobbin thread

b. Puckered seams

c. Breaking of needle

d. Skipping of stitches

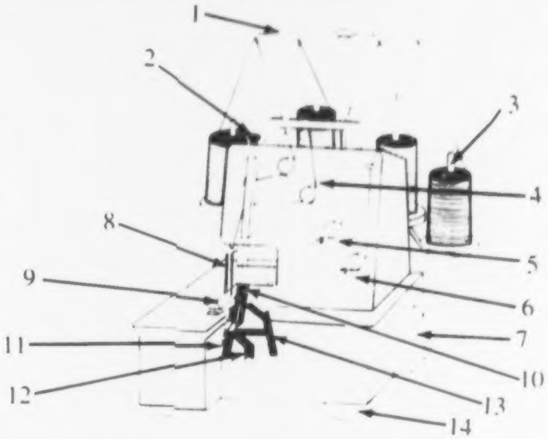
e. Breaking of needle thread

____4. Knot in needle thread; improper threading; upper tension too tight; needle not inserted in needle clamp as far as it will go; needle blunt or bent; needle in backwards; thread too coarse for needle; roughened hole in throat plate; improper arrangement of thread when starting to sew

____5. Needle not inserted in needle clamp as far as it will go; needle in backwards; needle threaded incorrectly; needle blunt or bent; needle too small for thread; needle too short

OBJECTIVE 7

Label principal parts of a serger/overlock machine. Write the correct names in the blanks provided.



1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

NOTICE The following assignment sheet and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Determine probable causes of sewing machine problems.** SCORE ____

OBJECTIVE 9 **Demonstrate ability to**

a. **Replace sewing machine needle.** RATING ___

b. **Stitch straight, wavy, and curved lines.** RATING ___

c. **Stitch square corners.** RATING ___

d. **Stitch sharp angle turns.** RATING ___

e. **Wind a bobbin.** RATING ___

f. **Thread sewing machine.** RATING ___

g. **Stitch a folded edge.** RATING ___

OBJECTIVE 1

1. Flatbed sewing machine
2. Free-arm sewing machine
3. Serger/overlock machine

OBJECTIVE 2

1. Bobbin
2. Lamp switch
3. Take-up lever
4. Winder pre-tension
5. Thread tension
6. Tension indicator
7. Tension regulator
8. Spool pins
9. Select lever for utility or ornamental stitches
10. Winding device
11. Zig-zag adjusting knob
12. Needle position control knob
13. Main switch
14. Hand wheel
15. Buttonhole device
16. Stitch length control
17. Drop-feed control
18. Needle clamp
19. Needle plate
20. Presser foot

21. Thread regulator
22. Bobbin in bobbin case
23. Feed dogs
24. Presser foot lifter
25. Bobbin case

OBJECTIVE 3

1. e
2. gg
3. aa
4. n
5. r
6. m
7. b
8. v
9. dd
10. g
11. y
12. c
13. z
14. ii
15. cc
16. d
17. w
18. q
19. jj
20. k
21. f
22. u
23. ee
24. h

OBJECTIVE 4

Any five of the following are acceptable

- Set up and put away the sewing machine properly
- Select the correct size sewing needle
- Learn to control the machine
- Wind the bobbin
- Thread the machine
- Practice stitch on fabric swatch

OBJECTIVE 5 4, 1, 3, 5, 2

OBJECTIVE 6

1. a
2. b
3. c
4. e
5. d

OBJECTIVE 7

1. Telescoping thread guides
2. Pressure regulator
3. Spool rod
4. Needle thread tensions
5. Upper loop tension
6. Lower loop tension
7. Fly wheel
8. Needles
9. Presser foot
10. Upper knife
11. Lower knife
12. Lower looper
13. Upper looper
14. Suction cups

OBJECTIVE 8 Refer to answers to Assignment Sheet 1.

OBJECTIVE 9 Refer to practical tests for Job Sheets 1 through 7.

OBJECTIVE SHEET

BASIC SEWING TECHNIQUES

D IV

INTRODUCTION

As in any project, there are steps you must follow and skills you must develop before you begin actual clothing construction. After selecting fabric and a pattern and becoming familiar with sewing equipment and supplies, it is important that you become knowledgeable about basic sewing techniques you need to utilize in the clothing construction process.

UNIT OBJECTIVE

After completing this unit, the student should be able to use basic sewing techniques to construct a simple garment. The student will demonstrate these competencies by completing the assignment sheet, job sheets, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic sewing techniques to their correct definitions.
2. Name types of information found on a pattern guidesheet.
3. Match pattern markings to their correct meanings.
4. Arrange in order the steps in basic sewing.
5. Interpret pattern markings. (Assignment Sheet 1)
6. Demonstrate the ability to
    a. Prepare pattern for layout. (Job Sheet 1)
    b. Prepare fabric for cutting. (Job Sheet 2)
    c. Pin pattern to fabric. (Job Sheet 3)
    d. Cut garment pieces. (Job Sheet 4)
    e. Make pattern markings. (Job Sheet 5)
    f. Stitch and press darts. (Job Sheet 6)
    g. Apply interfacing. (Job Sheet 7)
    h. Clean-finish facing edge. (Job Sheet 8)

i. Attach facing to garment. (Job Sheet 9)

j. Apply zipper. (Job Sheet 10)

k. Hem garment. (Job Sheet 11)

PREPARATION

- Order materials listed in suggested resources.
- Invite guest speakers such as a professional seamstress, a barber, beautician, or cosmetologist, or the owner/manager of a clothing store.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 4

- Ask a professional seamstress to speak and show techniques used in sewing.
- Select a pattern and fabric similar to what your students will be using and construct a simple garment with them. This garment can be used for demonstration purposes rather than using one of the student's garments.
- You may want students to make examples or "samplers" in half-size of each of the procedures from the job sheets or you may want to make samplers yourself for the students to examine as needed.
- Plan style show of completed garments. Some students might model constructed garments, others may model similar ready-made garments. Compare construction techniques and costs. Style show may be at FHA/HERO chapter meeting, community meeting, or other school event.
- Have owner or manager of clothing store help with planning style show. The owner can also speak on how to evaluate ready-made garments.
- Have barber or cosmetologist speak to class before the style show on grooming hints, display grooming aids, and demonstrate hair styles, make-up, etc.
- Use "Basic Sewing" booklet as a teaching resource.
- Show *Personal Clothing Management: Unit V-Construction Techniques* video.

APPLICATION

Objectives 5 through 16

- Use Assignment Sheet 1 to give students practice in interpreting pattern markings.
- Use Job Sheet 1 to allow students the opportunity to prepare their patterns for layout.
- Use Job Sheet 2 to allow students the opportunity to prepare their fabric for cutting.
- Use Job Sheet 3 to allow students the opportunity to pin their pattern to their fabric.
- Use Job Sheet 4 to allow students the opportunity to cut their garment pieces.
- Use Job Sheet 5 to allow students the opportunity to make their pattern markings.
- Use Job Sheet 6 to allow students practice in stitching and pressing darts.
- Use Job Sheet 7 to allow students practice in applying interfacing.
- Use Job Sheet 8 to allow students practice in clean-finishing facing edges.
- Use Job Sheet 9 to allow students practice in attaching facings to a garment.
- Use Job Sheet 10 to allow students practice in applying a zipper.
- Use Job Sheet 11 to allow students practice in hemming a garment.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- "Basic Sewing," available for a small fee from New Home Sewing Machine Co., 171 Commerce Rd., Carlstadt, New Jersey 07072.
- *Personal Clothing Management: Unit V-Construction Techniques*, 1/2-inch VHS video available for purchase from the Oklahoma Sate Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364.

UNIT REFERENCES

- *Complete Guide to Sewing*. Pleasantville, New York: The Reader's Digest Association, Inc, 1981.
- Draper, Wanda, and Bailey, Annetta. *Steps in Clothing Skills*. Peoria, Illinois: Bennett Publishing Company, 1978.
- Faiola, Theodora, and Pullen, Jo Ann. *The McGraw-Hill Guide to Clothing*. New York: McGraw-Hill Book Company, 1982.
- Gawne, Eleanor,and Oerke, Bess. *Dress*. Peoria, Illinois: Bennett Publishing Company, 1975.
- Geis, Audrey. *Basic Clothing*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Mid-America Vocational Curriculum Consortium, Inc., 1985.

- Halmes, Ellen, and Truitt, Debbie. *Custom Sewing*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1980.

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- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

- Sharpton, James. *Sewing Skills for Home and Community Services*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

PRETEST ANSWERS

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 1

1. o
2. v
3. c
4. i
5. q
6. g
7. h
8. dd
9. ee
10. ff
11. m
12. d
13. f
14. n
15. aa
16. bb
17. k
18. z
19. cc
20. j
21. s
22. b
23. w

OBJECTIVE 2

- Getting-ready-to-sew instructions
- Layout instructions
- Sewing instructions

OBJECTIVE 3

1. g
2. d
3. b
4. a
5. h
6. l
7. i
8. c
9. e

OBJECTIVE 4

6, 3, 2, 5, 4, 1

OBJECTIVE 5	Refer to answers to Assignment Sheet 1.
OBJECTIVE 6	Refer to practical tests for Job Sheets 1 through 11.

PRETEST

BASIC SEWING TECHNIQUES

D IV

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with basic sewing techniques to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following two pages.)

___ 1. Stitching made by reversing the machine to make stitches over previously made stitches, eliminating the need to tie thread ends

___ 2. Threads of a woven fabric running at a slant

___ 3. Special symbols used as guides when working with pattern and garment pieces

___ 4. Fabric between the stitching line and the cut edge

___ 5. Stitching that holds facing to inside of garment

___ 6. Changes made in a garment pattern before cutting or in a garment to make it better fit the body

___ 7. Short, straight cuts into a seam allowance toward the stitching line

___ 8. Arrangement of threads in a woven fabric

___ 9. Special presser foot for sewing machine that allows stitching any seam that has more bulk on one side than the other

___ 10. Finished edge along the length of fabric

a. Folded edge

b. Guidesheet

c. Pattern markings

d. Dart

e. Basic sewing

f. Stitch-in-ditch

g. Alterations

h. Clipping

i. Seam allowance

j. Grading

k. Basting

l. Crosswise threads

m. Layout

n. Ease

o. Backstitching

p. Fabric bolt

q. Understitching

r. Cutting line

___11. Diagrams on guidesheet that show the way each pattern piece is placed on the fabric for pinning and cutting

___12. Fold of fabric that is stitched to give shape to a garment, usually wide at one end and tapered at a point

___13. Method of securing facing to garment by machine stitching in seam line of garment pieces and through inside seam of facing

___14. To work in extra fabric when sewing a hem or garment seam without making tucks or gathers

___15. Woven or nonwoven fabric used inside certain garment pieces to add body and reinforcement

___16. Washing and drying or dry cleaning of fabric before cutting and sewing so that the size of the finished product will not change

___17. Long stitches made by hand or on the machine to hold garment pieces together until permanent stitching is done

___18. Pieces of fabric used to finish edges of garment, such as necklines and armholes

___19. Small, wedge-shaped cuts taken out of seam allowances and outward curves

___20. Trimming off seam allowances at different widths to eliminate bulk

___21. Threads of fabric that are carefully woven and running at 90 degree angles

s. On-grain

t. Directional arrow

u. Raw edge

v. Off-grain

w. Bias

x. Lengthwise threads

y. Stitching line

z. Facing

aa. Interfacing

bb. Preshrink

cc. Notching

dd. Grain

ee. Zipper foot

ff. Selvage

gg. Pattern

__ 22. Printed sheet that is included with each pattern; contains general information about the pattern, how to use it, and instructions for cutting and sewing the garment

__ 23. Diagonal direction across fabric grainlines

OBJECTIVE 2

Name types of information found on a guidesheet.

____

____

____

OBJECTIVE 3

Match pattern markings to their correct meanings. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Used to place pattern pieces on the straight grain of the fabric; placed on the lengthwise or crosswise grain or on bias fold

___ 2. Usually 5/8 inch inside cutting line and indicate where garment pieces are joined together; may indicate where darts are seamed or pleats are stitched

___ 3. Indicates to place the pattern on the fold of the fabric

___ 4. Aid in matching seams and in other construction details

___ 5. Solid outline on the outside of the pattern piece; if inside the pattern piece, outline indicates a fold line for a dart, center front, hem line, or placement of trims and pockets

___ 6. Diamond-shaped symbols along the cutting line that aid in joining garment pieces; are numbered to help in matching one garment piece to another

a. Dots

b. Place-on-fold line

c. Directional arrows

d. Stitching line

e. Lengthening and shortening lines

f. Clipping line

g. Grainline

h. Cutting line, fold line, or feature line

i. Seam allowance

j. Grading line

k. Facing line

l. Notches

m. Selvage line

____7. Distance between the cutting and stitching lines; usually 5/8 inch unless stated otherwise; included, but not printed on, pieces of multi-sized patterns

____8. Indicates the direction in which the pieces should be stitched to prevent distortion of the fabric grain

____9. Show proper places on the pattern to make alterations

OBJECTIVE 4 **Arrange in order the steps in basic sewing.** Write the correct numbers in the blanks

____Follow pattern sewing instructions

____Pin the pattern to the fabric

____Prepare the fabric for cutting

____Make pattern markings

____Cut the garment pieces

____Prepare the pattern for layout

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 5 **Interpret pattern markings.** SCORE____

OBJECTIVE 6 **Demonstrate the ability to**

a. **Prepare pattern for marking.** RATING ___

b. **Prepare fabric for cutting.** RATING ___

c. **Pin pattern to fabric.** RATING ___

d. **Cut garment pieces.** RATING ___

e. **Make pattern markings.** RATING ___

f. **Stitch and press darts.** RATING ___

g. **Apply interfacing.** RATING ___

h. **Clean-finish facing edge.** RATING ___

i. **Attach facing to garment.** RATING ___

j. **Apply zipper.** RATING ___

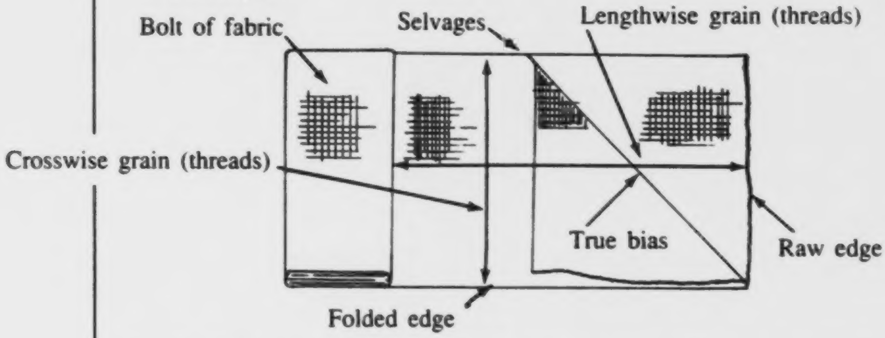
k. **Hem garment.** RATING ___

OBJECTIVE 1

Match terms associated with basic sewing techniques to their definitions.

- **Alterations**—Changes made in a pattern before cutting or in a garment to make it better fit the body
- **Backstitching**—Stitching made by reversing the machine to make stitches over previously made stitches, eliminating the need to tie thread ends
- **Basting**—Long stitches made by hand or on the machine to hold garment pieces together until permanent stitching is done
- **Bias**—Diagonal direction across fabric grainlines (Figure 1)

FIGURE 1



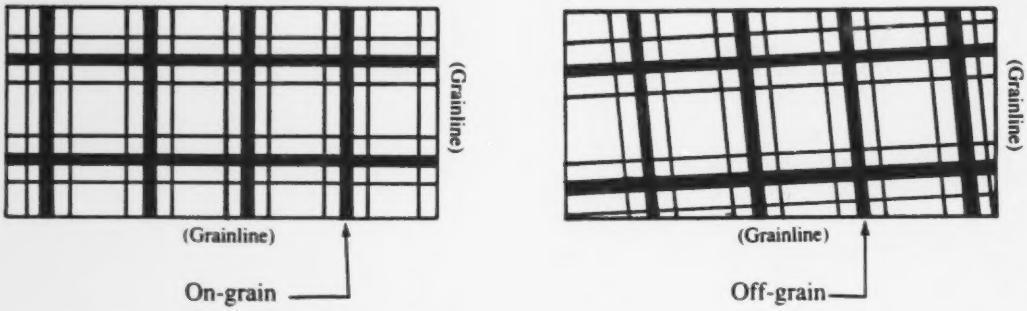
- **Clipping**—Short straight cuts into a seam allowance toward the stitching line
- **Dart**—Fold of fabric that is stitched to give shape to a garment; usually wide at one end and tapered to a point
- **Ease**—To work in extra fabric when sewing a hem or garment seam without making tucks or gathers
- **Facing**—Pieces of fabric used to finish edges of garment, such as necklines and armholes
- **Grading**—Trimming off seam allowances at different widths to eliminate bulk
- **Grain**—Arrangement of threads in a woven fabric

NOTE: The lengthwise grain runs parallel to the selvages while the crosswise grain runs from selvage to selvage. (See Figure 1)

- **Guidesheet**—Printed sheet that is included with each pattern; contains general information about the pattern, how to use it, and instructions for cutting and sewing the garment
- **Interfacing**—Woven or nonwoven fabric used inside certain garment pieces to add body and reinforcement
- **Layout**—Diagrams on guidesheet that show the way each pattern piece is placed on the fabric for pinning and cutting
- **Notching**—Small wedge-shaped cuts taken out of seam allowances and outward curves
- **Off-grain**—Threads of a woven fabric running at a slant (Figure 2)
- **On-grain**—Threads of a fabric that are carefully woven and running at 90-degree angles (Figure 2)

NOTE: Figure 2 shows woven plaid fabric to emphasize grainlines. All woven fabrics can be off-grain.

FIGURE 2



- **Pattern markings**—Special symbols used as guides when working with pattern and garment pieces
- **Preshrink**—Washing and drying or drycleaning of fabric before cutting and sewing so that the size of the finished product will not change
- **Seam allowance**—Fabric between the stitching line and the cut edge

- **Selvage**—Finished edge along the length of fabric (See Figure 1)
- **Stitch-in-ditch**—Method of securing facing to garment by machine stitching in seam line of garment pieces and through inside seam of facing
- **Understitching**—Stitching that holds facing to inside of garment
- **Zipper foot**—Special presser foot for sewing machine that allows stitching any seam that has more bulk on one side than on the other

OBJECTIVE 2

Name types of information found on a pattern guidesheet.

The pattern guidesheet is actually your direction sheet for clothing construction. It is the first thing you study when preparing to sew. You need to keep the guidesheet in a safe place as you progress through your clothing construction project. The important information found on a pattern sheet includes the following:

- Getting-ready-to-sew instructions

  EXAMPLES: Pictures of garment views, diagrams of pattern pieces, suggestions for making pattern alterations, meanings of markings, and special sewing techniques

- Layout instructions (See Figure 3 on the following page)

  NOTE: Choosing the correct layout diagram for your pattern view, size, and fabric is essential.

FIGURE 3

■ **Black area denotes fabric.**

▨ **Pattern pieces to be placed with printed side down.**

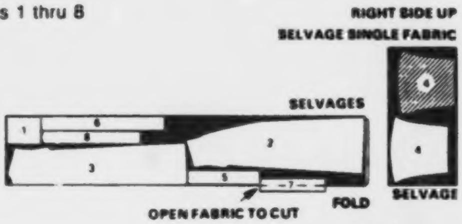
☐ **Pattern pieces to be placed with printed side up.**

CUTTING LAYOUTS

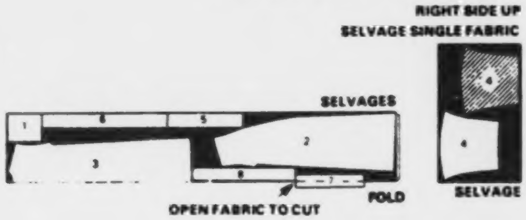
NOTE: Pattern pieces may interlock more closely for smaller sizes.

A **ROBE**
use pieces 1 thru 8

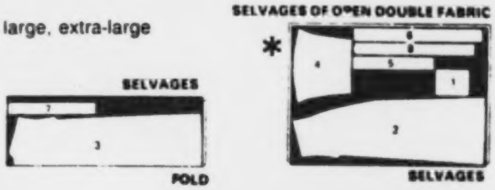
44" 45" (115cm)
fabric
with nap or
without nap
size extra-small


RIGHT SIDE UP
SELVAGE SINGLE FABRIC
SELVAGES
1
6
8
2
3
5
7
4
FOLD
SELVAGE
OPEN FABRIC TO CUT

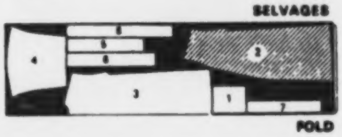
size small


RIGHT SIDE UP
SELVAGE SINGLE FABRIC
SELVAGES
1
6
5
2
3
8
7
4
FOLD
SELVAGE
OPEN FABRIC TO CUT

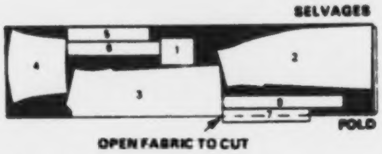
sizes medium, large, extra-large


SELVAGES OF OPEN DOUBLE FABRIC
*
SELVAGES
7
3
FOLD
4
6
8
5
1
2
SELVAGES

58" 60" (150cm)
fabric
with nap
sizes extra-small, small,
medium


SELVAGES
4
8
5
6
2
3
1
7
FOLD

sizes large, extra-large


SELVAGES
4
5
6
1
2
3
8
7
FOLD
OPEN FABRIC TO CUT

Used with permission of McCall Pattern Company.

- Sewing instructions

  NOTE: Each step necessary for completion of garment is pictured, explained, and shown in order of work.

OBJECTIVE 3 Match pattern markings to their correct meanings.

Each pattern piece will have some types of pattern markings or symbols (Figure 4). They will help you with pattern layout and fitting the pattern pieces together. Assignment Sheet 1 will allow you to interpret these markings on a pattern piece. The most common pattern markings include the following:

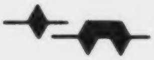
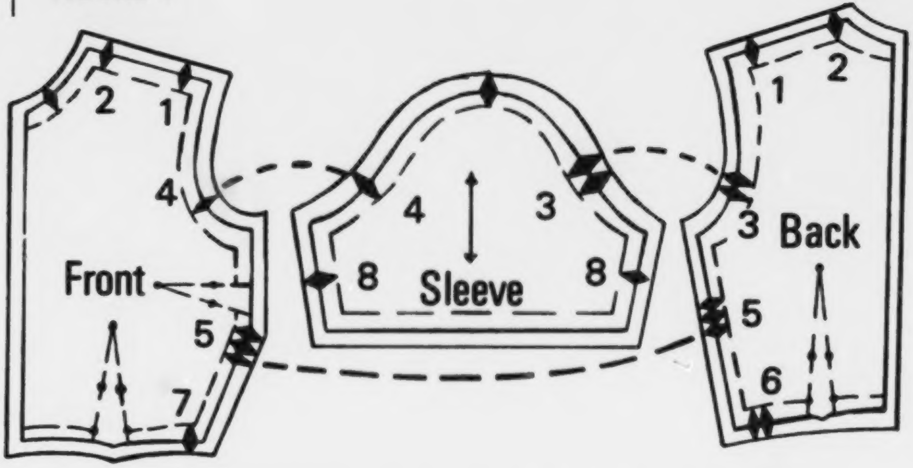
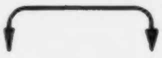
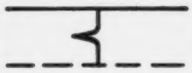
———	**Cutting line, fold line, or feature line**—Solid outline on the outside of the pattern piece; if inside the pattern piece outline indicates a fold line for a dart, center front, hem line, or placement of trims and pockets
↓	**Directional arrow**—Indicates the direction in which the pieces should be stitched to prevent distortion of the fabric grain
• ●	**Dots: Small...medium**—Aid in matching seams and in other construction details
↔	**Grainline**—Used to place pattern pieces on the straight grain of the fabric; placed on the lengthwise or crosswise grain or bias fold
═══	**Lengthening and shortening lines**—Show proper places on the pattern to make alterations
	**Notches**—Diamond-shaped symbols along the cutting line that aid in joining garment pieces; are numbered to help in matching one garment piece to another (Figure 4)

FIGURE 4




Place-on-fold line—Indicates to place the pattern on the fold of the fabric


Seam allowance—Distance between the cutting and stitching lines; usually 5/8 inch, unless stated otherwise; included, but not printed, on pieces of multi-sized patterns

— — — **Stitching lines**—Usually 5/8 inch inside cutting line and indicate where garment pieces are joined together; may indicate where darts are seamed or pleats are stitched

OBJECTIVE 4

Arrange in order the steps in basic sewing.

There are six steps you must follow to prepare for basic sewing. Job Sheets 1 through 11 will allow you to develop these basic sewing skills.

1. Prepare the pattern for layout.
2. Prepare the fabric for cutting.
3. Pin the pattern to the fabric.
4. Cut the garment pieces.
5. Make pattern markings.
6. Follow pattern sewing instructions.

NAME ______________________________ SCORE _______

OBJECTIVE 5

Interpret pattern markings.

INTRODUCTION

Objectives 2 and 3 deal with pattern markings and pattern marking information found on pattern guidesheets. Pattern markings are the guides for putting together and sewing your garment. Some pattern pieces have many markings; others have only a few, depending on the design details of the garment style. The questions on this assignment sheet emphasize these areas.

DIRECTIONS

The diagram on the following page shows common pattern markings. Fill in the blanks with the names of the pattern markings and their meanings.

1. Name ____
   Meaning ______________________________________
   ____
2. Name ____
   Meaning ______________________________________
   ____
3. Name ____
   Meaning ______________________________________
   ____
4. Name ____
   Meaning ______________________________________
   ____
5. Name ____
   Meaning ______________________________________
   ____

6. Name ______________________________

Meaning ______________________________

____

7. Name ______________________________

Meaning ______________________________

____

8. Name ______________________________

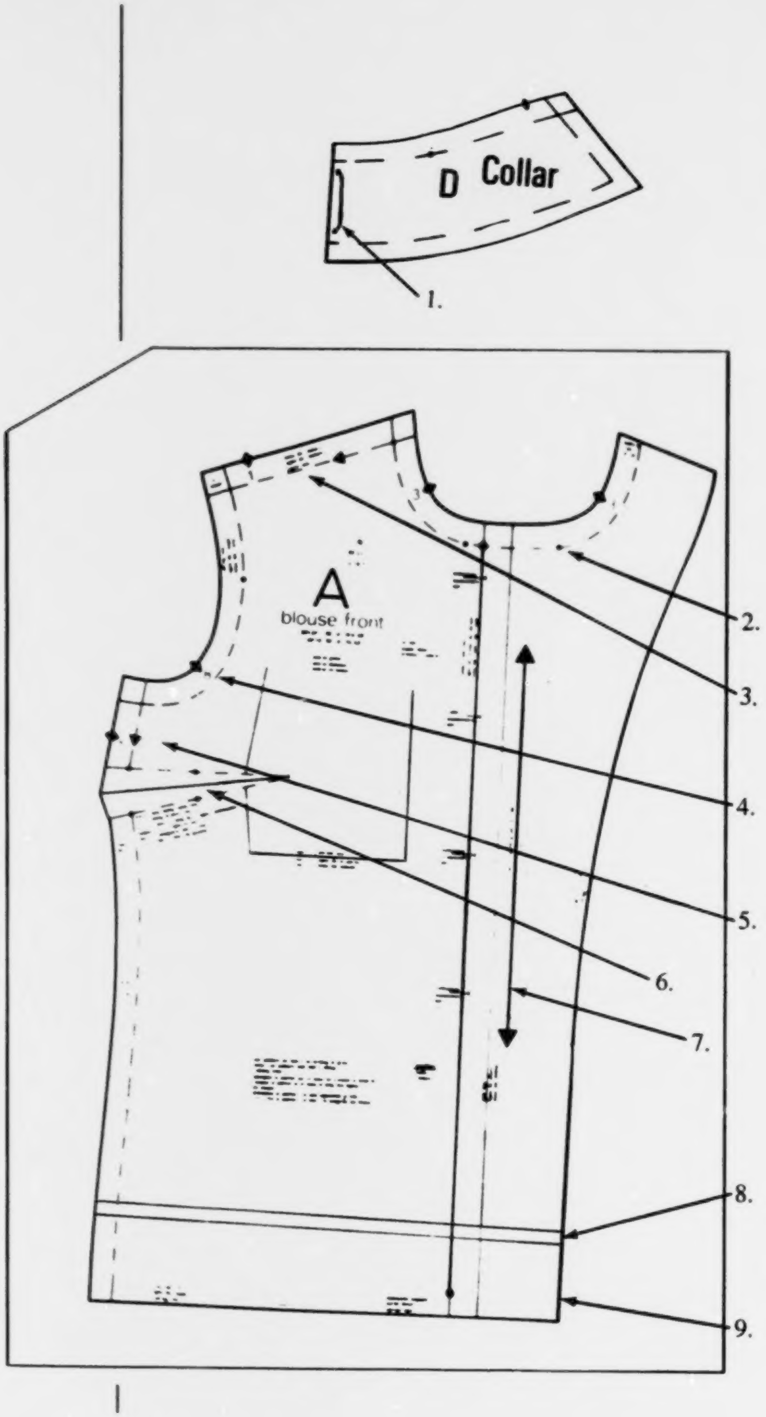
Meaning ______________________________

____

9. Name ______________________________

Meaning ______________________________

____


D Collar
1.
A
blouse front
2.
3.
4.
5.
6.
7.
8.
9.

ASSIGNMENT SHEET 1

1. Place-on-fold line, indicates to place the pattern on a fold of the fabric.
2. Dot, aids in matching seams and other construction details.
3. Stitching line, indicates where garment pieces are joined together.
4. Notch, aids in joining garment pieces.
5. Directional arrow, indicates the direction in which the pieces should be stitched to prevent distortion of the fabric grain.
6. Fold line, indicates where the dart will be folded for stitching.
7. Grainline, used to place pattern pieces on the straight grain of the fabric.
8. Lengthening and shortening line, shows proper place on the pattern to make alterations.
9. Cutting line, indicates where the garment pattern piece is cut out of the fabric.

JOB SHEET 1

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 6a

Prepare pattern for layout.

INTRODUCTION

The first step to basic sewing is to prepare the pattern for layout. Patterns are fairly expensive and very delicate. They must be treated carefully to be used effectively.

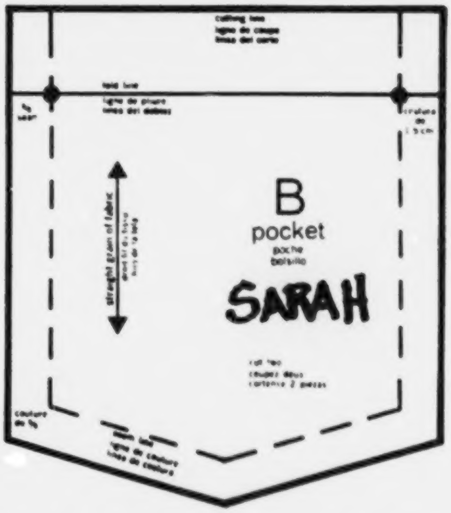
EQUIPMENT AND SUPPLIES

- Pattern
- Felt-tip pen or crayon
- Iron
- Ironing board
- Paper-cutting scissors

PROCEDURE

1. Write your name on each pattern piece, inside the stitching lines, under the brand name on the guidesheet, and on the envelope. Figure 1 shows an example of a properly identified pattern piece.

FIGURE 1



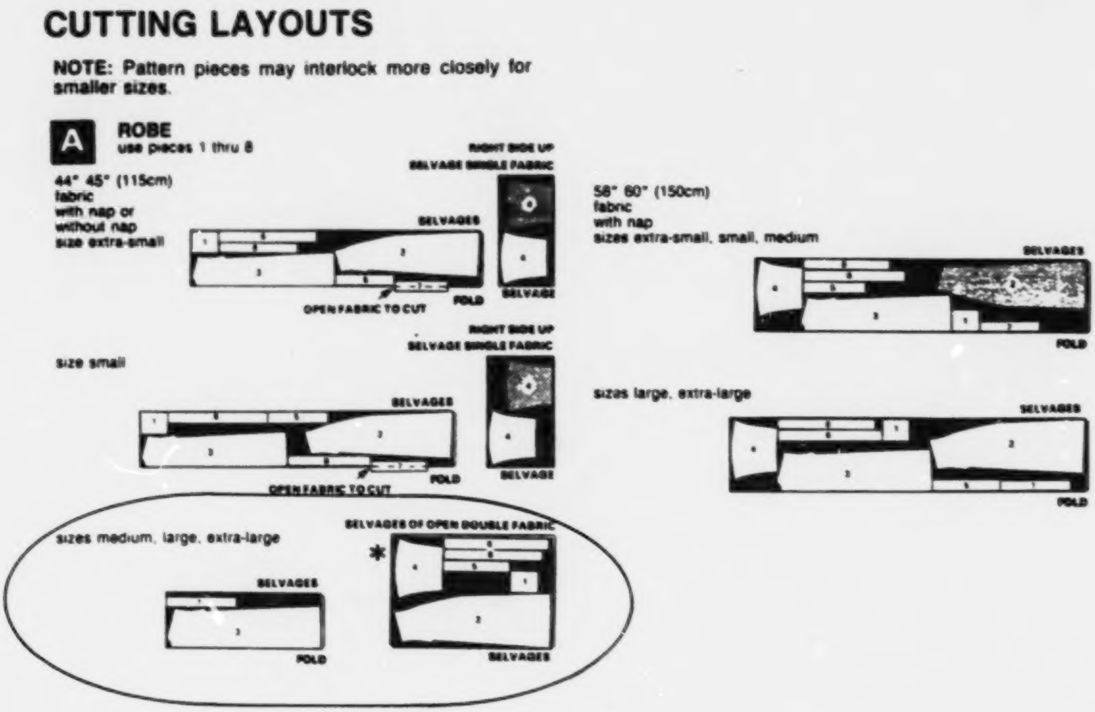
2. Cut apart the pattern pieces using paper-cutting scissors.
3. Separate the pattern pieces that are needed for garment view.

4. Return unneeded pattern pieces to the pattern envelope.

5. Draw a circle on the guidesheet around the cutting layout you have selected.

   NOTE: This will be determined by selected pattern view, pattern size, and fabric width. This step will help you see the layout immediately each time you refer to the guidesheet.

   FIGURE 2



CUTTING LAYOUTS

NOTE: Pattern pieces may interlock more closely for smaller sizes.

A
ROBE
use pieces 1 thru 8
44" 45" (115cm) fabric with nap or without nap size extra-small
RIGHT SIDE UP
SELVAGE SINGLE FABRIC
SELVAGES
OPEN FABRIC TO CUT
FOLD
SELVAGE
size small
RIGHT SIDE UP
SELVAGE SINGLE FABRIC
SELVAGES
OPEN FABRIC TO CUT
FOLD
SELVAGE
sizes medium, large, extra-large
SELVAGES
FOLD
SELVAGES OF OPEN DOUBLE FABRIC
*
SELVAGES
58" 60" (150cm) fabric with nap sizes extra-small, small, medium
SELVAGES
FOLD
sizes large, extra-large
SELVAGES
FOLD

Used with permission of McCall Pattern Company.

6. Press wrinkled pattern pieces with a warm, dry iron; avoid pressing tiny wrinkles into the pattern pieces.

7. Fit the pattern by pinning the pieces together and trying on the pattern or by holding the tissue pieces up to your body. Work gently with the pattern pieces to prevent them from tearing.

FIGURE 3

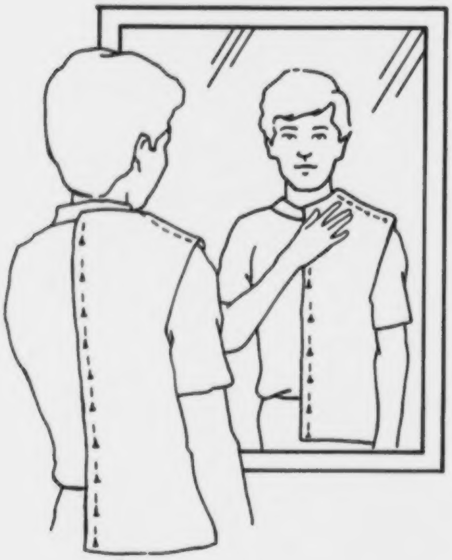
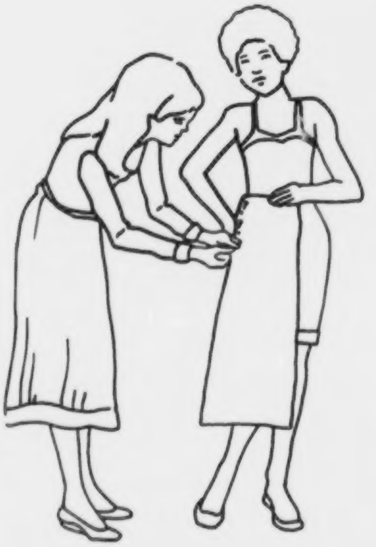


FIGURE 4



8. Have your instructor evaluate your work and help you make the needed pattern alterations.

9. Clean up area and put away equipment and supplies.

JOB SHEET 2

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 6b

Prepare fabric for cutting.

INTRODUCTION

Before you cut the garment pieces from the fabric, you must prepare the fabric for cutting. This job sheet will allow you an opportunity to check the grain and preshrink the fabric before cutting.

EQUIPMENT AND SUPPLIES

- Fabric
- Straight pins
- Shears
- Iron
- Ironing board

PROCEDURE

1. Preshrink the fabric by washing and drying or by drycleaning. The method you choose will be determined by how you plan to care for the completed garment.
2. Straighten the fabric ends using one of two methods.

   Method 1:

   Pull a crosswise thread across the width of the fabric. Cut along the pulled thread to straighten the cut edge. (Figures 1 and 2)

FIGURE 1

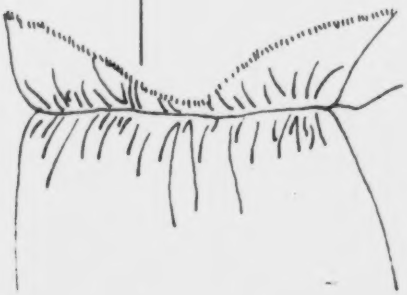
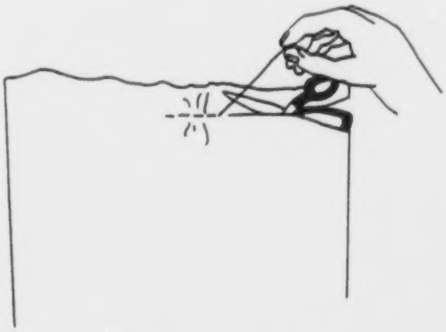


FIGURE 2



Method 2:

Cut along a prominent crosswise thread that is woven, not printed, onto the fabric after marking it with pins or chalk

3. Fold the fabric as shown in guidesheet.

   NOTE: If fabric is off-grain, it will pucker when you try to fold it in half. (Figure 3) On-grain fabric lies flat when folded with corners at right angles. (Figure 4)

FIGURE 3

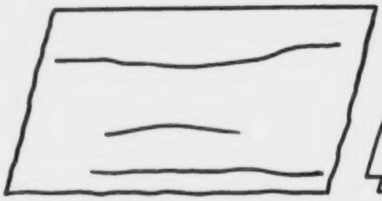
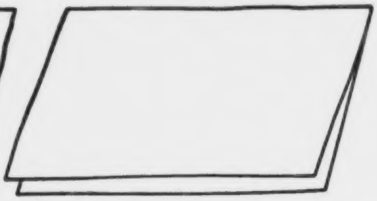
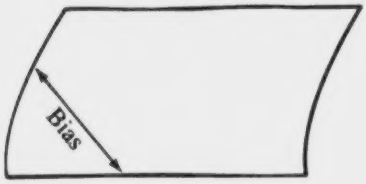


FIGURE 4



4. Straighten the grain if necessary by pulling on the bias.

FIGURE 5



5. Refold to check grain alignment.
6. Repeat steps 4 and 5 until fabric lies flat when folded with corners at right angles.

   NOTE: Off-grain fabrics can cause real disappointment. For example, a garment cut off-grain might begin to hang or sag on one side or side seams may work their way towards the front or back. Some fabrics, have designs printed on them, not woven into the fabric structure. If printing is off-grain, the fabric will seem crooked even if grainlines are true. This cannot be corrected.

7. Press fabric if wrinkled.
8. Have your instructor evaluate your work.
9. Clean up area and put away equipment and supplies.

JOB SHEET 3

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 6c

Pin pattern to fabric.

INTRODUCTION

After the pattern has been prepared for layout and the fabric has been prepared for cutting, the next step is to place the pattern pieces on the fabric for cutting.

EQUIPMENT AND SUPPLIES

- Fabric
- Pattern
- Guidesheet with layout circled
- Straight pins
- Ruler
- Cutting table, large enough to spread out fabric

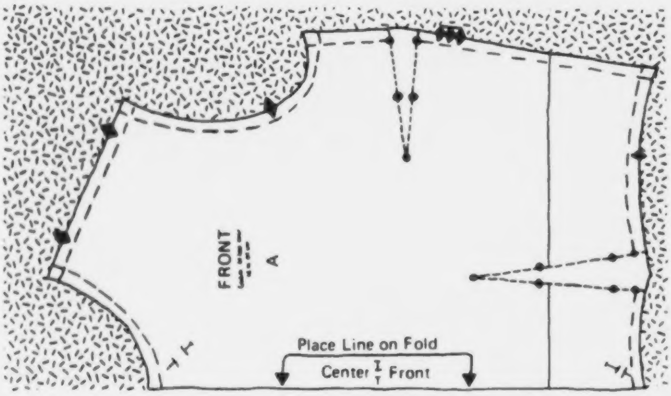
PROCEDURE

1. Place pattern pieces on fabric according to guidesheet cutting layout diagram noting the shape of each pattern piece, the locations of the notches, and other markings on the pattern.
2. Place pattern pieces close together to eliminate wasting fabric; pattern margins may overlap but cutting lines may not.
3. Place all pattern pieces on fabric before pinning any part; this allows you to know if there is enough fabric for intended garment.
4. Place pattern pieces with place-on-fold markings on folded edge; be sure place-on-fold line is placed *exactly* on the folded edge of the fabric.

   NOTE: If the printed line of the pattern is not placed exactly on the folded edge of the fabric, the mistake will be doubled in the garment.
5. Pin the folded side first keeping both pattern and fabric flat on the table while pinning.

NOTE: Holding the pattern and fabric up off the table while pinning may stretch the fabric out of shape and the pattern may slip out of place. The result will be a garment that does not hang correctly. (Figure 1)

FIGURE 1



6. Put first finger of supporting hand on pattern just in front of pin to help hold the pattern in place.
7. Place pins slightly away from pattern edges to be out of the way of the shears while cutting.
8. Place pins at each notch, corner, and on curves and about 8 inches apart on straight edges; place pins closer together on curves.

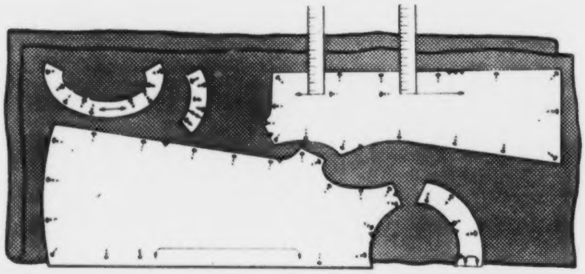
   NOTE: Too many pins may cause you to cut a jagged edge.

9. Place other pattern pieces on straight grainline of the fabric by pinning through one end of the grainline arrow and the fabric beneath.
10. Use a ruler to measure from the pinned end of the arrow to the selvage.
11. Move the ruler to the other end of the grainline arrow.
12. Place the ruler with the same measurement even with the selvage edge.

13. Shift the tissue pattern to bring the grain line arrow even with the end of the ruler.

14. Pin through the pattern and fabric following steps 5 through 8 above. (Figure 2)

FIGURE 2



15. Have your instructor evaluate your work; do not cut fabric and pattern until teacher approves.

16. Clean up area and put away equipment and supplies.

OBJECTIVE 6d **Cut garment pieces.**

INTRODUCTION Cutting out the pattern pieces is a very important step in preparing to sew. Garment construction is made much easier if the pattern pieces are cut carefully and correctly.

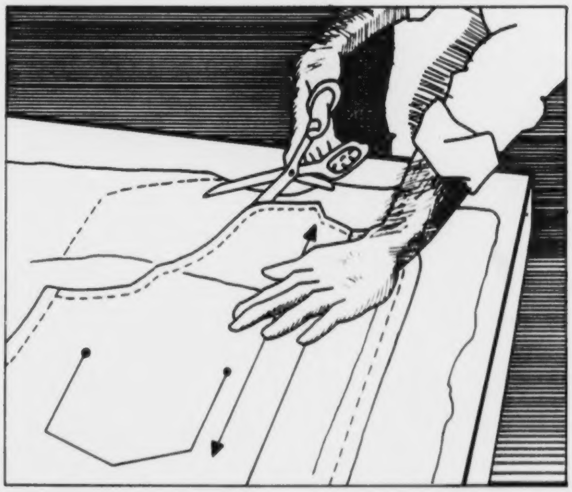
EQUIPMENT AND SUPPLIES

- Pattern correctly pinned to fabric and spread out on large table
- Shears

PROCEDURE

1. Put thumb into the small hole in the handles of the shears and fingers into the large hole of handles. (Figure 1)
2. Let first finger help in guiding the shears. (Figure 1)

FIGURE 1



3. Keep work flat on the table to prevent fabric from slipping or stretching.
4. Make long, even cuts opening the shears wide each time.

   NOTE: If you open the shears only partially, the garment pieces will have jagged edges.

5. Cut corners, notches, and short places with the points of the shears. (Figures 2 and 3)

FIGURE 2

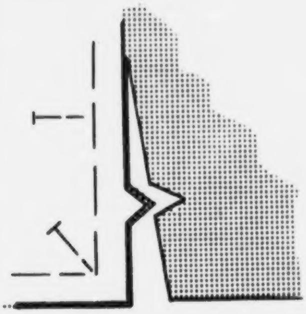
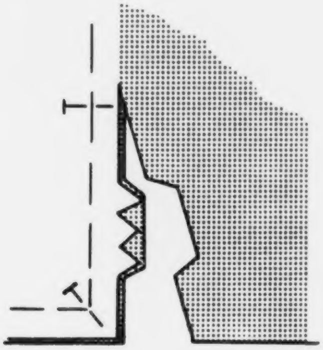


FIGURE 3



6. Cut exactly down the center of the cutting line on the pattern.
7. Leave pattern pinned on fabric folding pieces with pattern to the inside.
8. Have your instructor evaluate your work.
9. Put away each pattern piece and equipment and supplies.
10. Clean up work area.

JOB SHEET 5

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 6e

Make pattern markings.

INTRODUCTION

After cutting the garment pieces accurately, the pattern symbols and markings must be transferred onto the fabric accurately. There are two procedures described below for making pattern markings. Use the procedure recommended by your instructor.

EQUIPMENT AND SUPPLIES

- Pattern pieces with fabric pinned to them
- Tailor's carbon paper (use color that will show on fabric)
- Tracing wheel
- Cardboard or magazine
- Ruler
- Tailor's chalk, bar type soap, or washable marker
- Large table

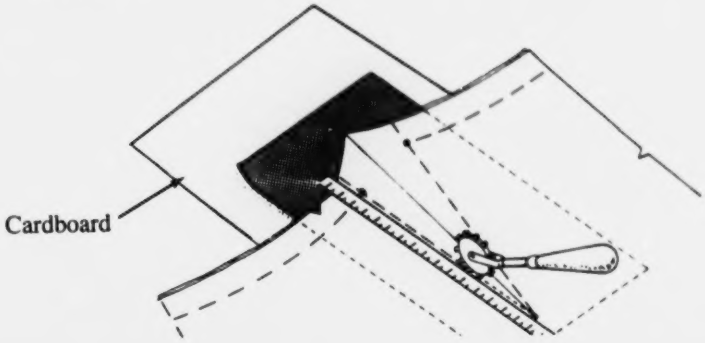
PROCEDURE

Marking with tracing wheel and tailor's carbon paper:

1. Protect table surface with cardboard or magazine under fabric.
2. Test carbon paper on scrap of fabric by making marks and washing, to be certain the markings will disappear from fabric when garment is laundered.
3. Remove enough pins from pattern so carbon paper can be slipped in between fabric and pattern piece.
4. Slip in carbon paper so that colored portion will mark both wrong sides of the fabric at the same time.
5. Roll the tracing wheel over all the symbols and lines to be marked, using a ruler to guide the wheel when marking straight lines.

   NOTE: Use just enough pressure to leave the marks. If you press too hard, the markings may show through to the right side of the fabric.

FIGURE 1

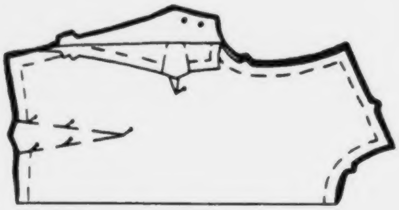


Marking with chalk, soap, or washable marker:

NOTE: Tailor's chalk is quick and easy to use in both pencil and square form. Disadvantages are that chalk marks may not show or may easily rub off fabrics. Make sure they show only on the wrong side of the fabric. Washable fabric markers have the advantage that they will not rub off. A disadvantage is that they must be washed out within 24 to 48 hours and they may not wash out at all.

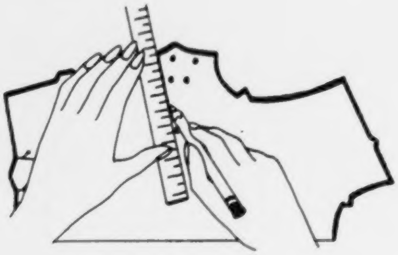
6. Place a pin through each point to be marked.
7. Slowly remove the pattern, making a small mark at each pin. (Figure 2)

FIGURE 2



8. Draw stitching lines between markings. (Figure 3)

FIGURE 3



9. Have your instructor evaluate your work.

10. Put away equipment and supplies.

OBJECTIVE 6f

Stitch and press darts.

INTRODUCTION

Darts are used to shape a flat piece of fabric to fit the curves of the body. If the garment requires darts, they will be the first sewing step after marking the pattern markings.

EQUIPMENT AND SUPPLIES

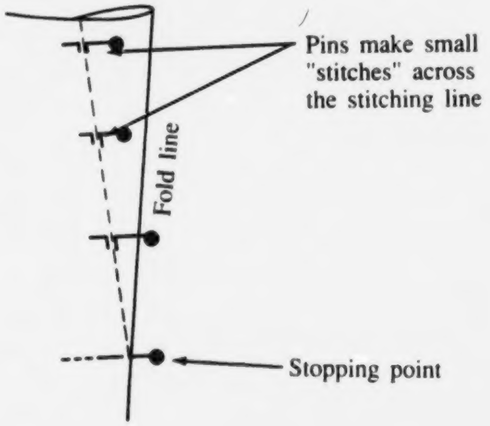
- Garment pattern pieces with dart markings transferred to fabric
- Pins
- Threaded sewing machine
- Scissors

PROCEDURE

1. Fold dart on fold line, matching dots and stitching lines.
2. Pin-baste darts by pinning on top of garment piece.

   NOTE: Each pin will be removed as you stitch.

   FIGURE 1



3. Place wide end of dart under presser foot.
4. Lower needle exactly onto the stitching line approximately 1/4 inch from fabric edge.

5. Lower the presser foot.
6. Backstitch 3 or 4 stitches.
7. Stitch forward along the marked stitching line.
8. Remove each pin as you come to it.

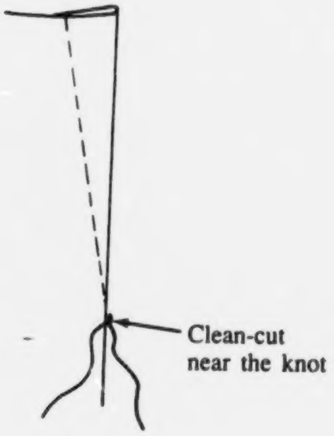
   CAUTION: Do not sew across pins. Sewing across pins often blunts the machine needle.

9. Go slowly when nearing the stopping point at the end of the dart. Stitches should get closer and closer to the fold so that the last three or four stitches are right on the folded edge.
10. Make last stitch exactly on last dot. If darts end abruptly without gradual tapering to sharp point, the end of the dart will bulge and spoil the appearance and fit of the garment.
11. Secure thread at point of dart using one of two methods.

    Method 1—Square knot

    a. Draw about 8 inches of thread from the bobbin and machine needle.
    b. Cut, leaving about 3 inches of thread loose at the point of the dart.
    c. Tie a square knot.
    d. Clip threads near the knot leaving thread at least 1/2 inch long.

FIGURE 2

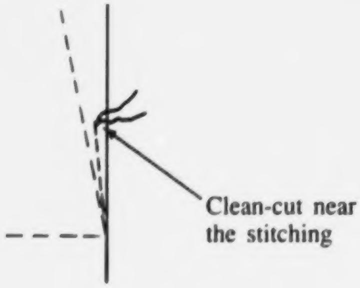


Method 2—Backstitching

a. Reverse the stitch right along the fold of the dart for about 3/4 inch.

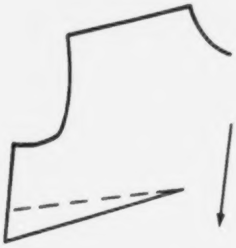
b. Clip threads.

FIGURE 3


Clean-cut near
the stitching

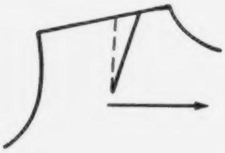
12. Press horizontal darts downward.

FIGURE 4



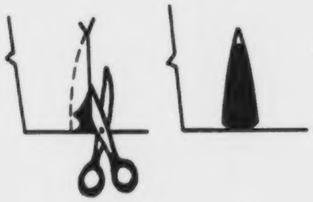
13. Press vertical darts toward the center of the garment.

FIGURE 5



NOTE: When using heavy or bulky fabric, slash darts along fold and press open. this make both darts and cross seam less bulky. Curved darts are slashed so they will lie flat. (See Figure 6)

FIGURE 6



14. Press darts on wrong side using a tailor's ham or press mitt since darts create curves or shapes. If you use either a sleeve board or a regular ironing board, place dart point at end of board.

15. Press dart on right side of fabric.

    NOTE: Remember, for some fabrics you need to use a press cloth.

16. Have your instructor evaluate your work.

17. Clean up area and put away your equipment and supplies.

JOB SHEET 7

BASIC SEWING TECHNIQUES

D IV

OBJECTIVE 6g

Apply interfacing.

INTRODUCTION

Interfacing is applied to the indicated pattern pieces before any sewing is begun. Interfacing will be cut and applied using the following procedure.

EQUIPMENT AND SUPPLIES

- Interfacing
- Pattern pieces to be interfaced
- Shears
- Garment pattern pieces cut from fabric
- Steam iron
- Ironing board
- Press cloth
- Table for cutting

PROCEDURE

To cut interfacing:

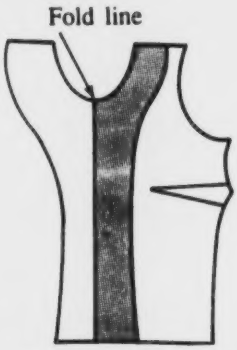
1. Fold interfacing in half lengthwise.
2. Place on table.
3. Lay pattern piece on interfacing.

   NOTE: If using woven interfacing, have the grainlines going in the same direction as the grainlines on the corresponding garment pieces cut from the fabric.

4. Add 1/2 inch or more to the edge of the interfacing for a center fold or cuffs, even though the pattern suggests cutting the interfacing to fit the fold line. This will make a nice edge on center fronts and cuffs.

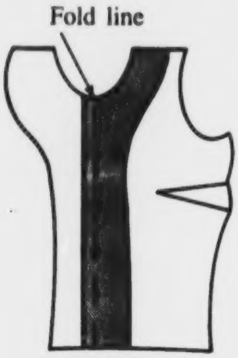
   CAUTION: This only works with high quality interfacing of the correct weight. Test before using this additional 1/2 inch.

FIGURE 1



Traditional placement

FIGURE 2



Suggested addition

5. Cut interfacing from pattern pieces.
6. Make necessary pattern markings.

To apply iron-on interfacing.

7. Preheat iron using steam and permanent-press or low setting.
8. Place garment piece wrong side up on ironing board.
9. Align interfacing on the garment piece with fusible side toward garment.

   NOTE: The fusible side of the interfacing has small beads on the surface or a glazed appearance.

10. Place press cloth over interfacing and garment to protect your iron from becoming sticky from the interfacing adhesive.
11. Place steaming iron on press cloth, interfacing, and garment piece.
12. Hold the iron in one spot and count slowly to ten. Holding the iron this long will assure that the interfacing is fused to fabric and will not become disengaged during construction or washing.
13. Move iron to different area and hold in one spot as above.
14. Continue until the whole piece is fused.
15. Allow fused interfacing to cool to assure that it is secured.

To apply sew-in interfacing:

16. Cut the pointed corners of the interfacing about 1/8 inch inside the seam line.

17. Pin the interfacing to the wrong side of the garment piece.

18. Machine baste 1/2 inch from the outer edge.

19. Treat the interfacing and fabric as one piece as you follow sewing instructions.

20. Trim the interfacing close to the stitching line.

21. Have your instructor evaluate your work.

22. Clean up area and put away equipment and supplies

OBJECTIVE 6h

Clean-finish facing edge.

INTRODUCTION

The outer edges of a facing usually must be finished in some way to prevent raveling. The clean-finish method is used on light to medium-weight fabrics that fray.

EQUIPMENT AND SUPPLIES

- Facing with applied interfacing
- Threaded sewing machine or serger
- Iron
- Ironing board

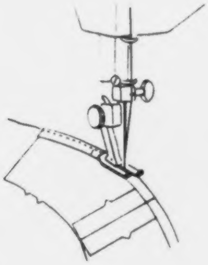
PROCEDURE

1. Sew seams of facings following guidesheet directions.
2. Press seams open.

For regular sewing machine:

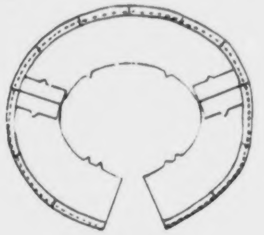
3. Stitch a row of regular length stitching 1/4 inch from the outside edge of the facing.
4. Fold or turn raw edge toward the wrong side of fabric on the row of stitching.
5. Stitch edge slowly around the folded edge. (Figure 1)

FIGURE 1



6. Press the facing so that it lies flat (Figure 2).

FIGURE 2



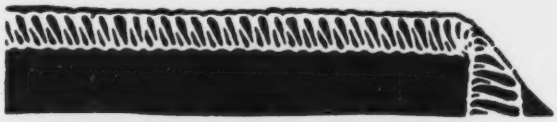
For serger:

NOTE: There is no need to stitch and turn under the raw edge.

7. Stitch edge on serger by guiding edge of fabric close to upper blade to trim off only the frayed threads.

   NOTE: The finished edge will look similar to Figure 3. Figure 3 is enlarged to show details of stitching.

FIGURE 3



8. Have your instructor evaluate your work.
9. Clean up area and put away equipment and supplies.

OBJECTIVE 6i **Attach facing to garment.**

INTRODUCTION

Facings are attached to a garment to finish the raw edge of garment openings. The procedure described below is basically the same regardless of where on the garment the facing is located.

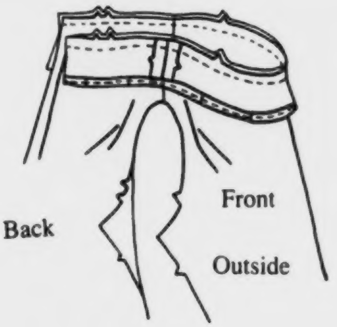
EQUIPMENT AND SUPPLIES

- Threaded sewing machine
- Pins
- Facings, interfaced and edges clean-finished
- Garment
- Scissors
- Needle and matching thread

PROCEDURE

1. Pin facing to garment with right sides together.
2. Carefully match all notches, raw edges, center lines, and seams.
3. Stitch around entire opening.

FIGURE 1

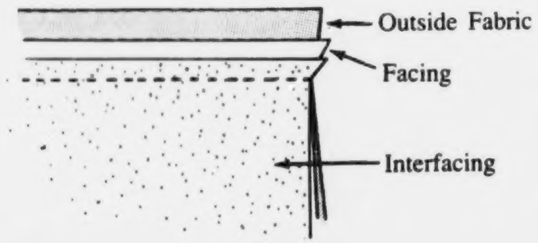


4. Grade the seam by first determining which seam allowance faces the inside of the garment; trim this seam allowance the shortest.

NOTE: Trim to half the width of the seam if there are no other layers but these two.

5. Leave outside garment seam allowance the longest.
6. Trim each layer of fabric between facing and garment to a different width in a stair step manner.

FIGURE 2

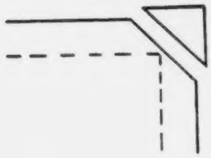


NOTE: This is known as grading. This procedure eliminates bulk and there is no ridge visible on the outside of the garment. This is especially important on heavy, thick fabrics.

CAUTION: Be careful that you cut away only the seam allowance and not into the stitching.

7. Clip diagonally into seam allowances across corners to about 1/16" from stitching. (Figure 3)

FIGURE 3



8. Clip additionally into seam allowance if angle is acute. (Figure 4)

NOTE: When sewing acute angles, some prefer to take one small stitch across the point. (Figure 5)

FIGURE 4

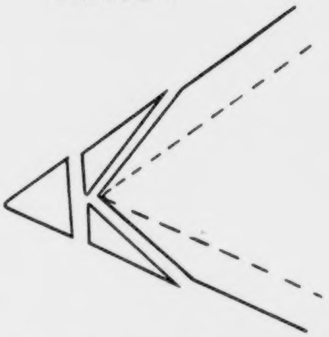
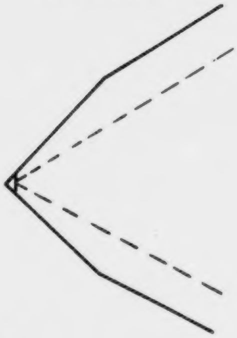


FIGURE 5

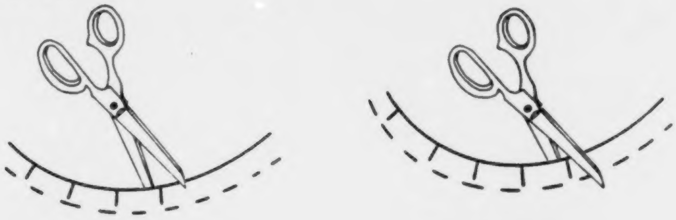


9. Find inward curves on garment facing.

10. Clip into the seam close to the stitching line, using the points of sharp scissors. (Figure 6 is enlarged to show detail of clipping.)

CAUTION: It is very easy to cut through stitching line if you do not use just the point of the scissors or if the scissors are dull.

FIGURE 6

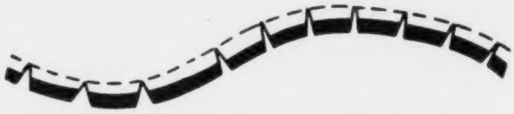


Correct

Incorrect

NOTE: The straighter the curve, the fewer the clips. The more curve there is, the closer the clips.

FIGURE 7

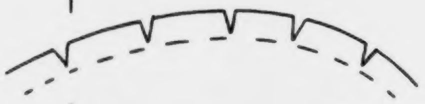


11. Find outward curves on garment.

12. Cut small notches from seam allowance about 1/16 inch from stitching line, using the points of sharp scissors. (Figure 8) or use pinking shears (Figure 9).

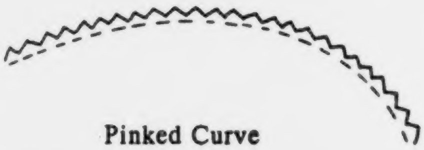
    NOTE: Figures 8 and 9 are enlarged to show details of notching. If the curve is severe, it will need a greater number of notches.

FIGURE 8



Clipped Curve

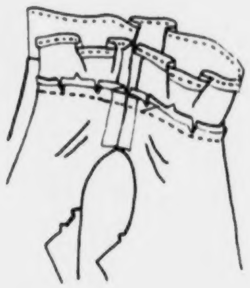
FIGURE 9



Pinked Curve

13. Prepare for understitching by pressing seam allowance up toward facing.

FIGURE 10



14. Spread garment and facing open flat, right side up, while pushing seam allowance under facing.

    NOTE: Figures 11 and 12 are enlarged to show detail.

FIGURE 11

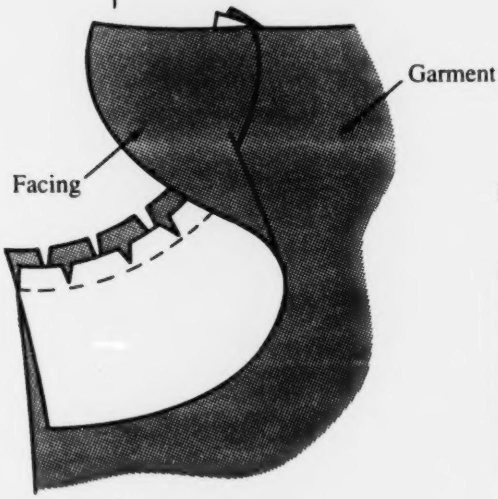
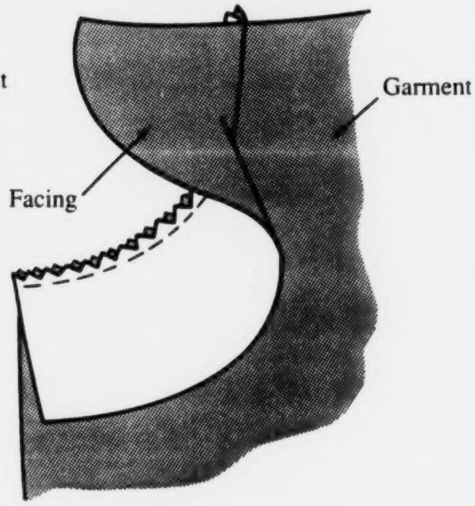
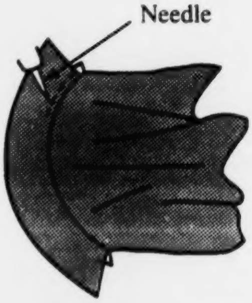


FIGURE 12



15. Sew close to seamline on the facing, making certain facing is lying flat. (Figure 13)

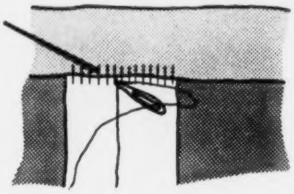
FIGURE 13



16. Continue sewing on facing, being sure all seam allowances are lying flat underneath facing.
17. Turn facing to inside of garment and press.
18. Secure facing to garment by stitching facing side to garment seam with a needle and thread. (Figure 14)

NOTE: For more instruction on how to sew with a needle and thread, see Job Sheet 11, steps 12 through 20.

FIGURE 14



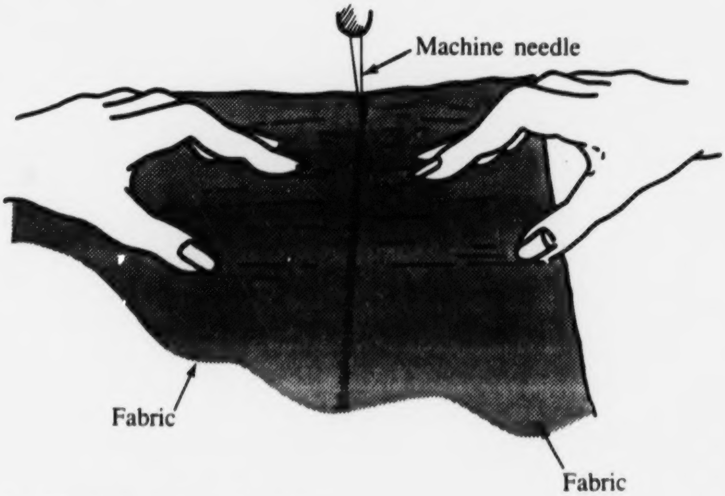
For stitch-in-ditch

19. Make sure that seams of facing and garment are matched and the garment lies flat.

20. Place garment right side up.

21. Place sewing machine needle directly in seam line while pulling seam apart.

FIGURE 15



22. Backstitch 3 or 4 stitches.

23. Stitch carefully in seamline, being careful to only stitch through garment and facing seams.

24. Backstitch at end of underneath facing edge.

25. Have your instructor evaluate your work.

26. Clean up area and put away equipment and supplies.

OBJECTIVE 6j

Apply zipper.

INTRODUCTION

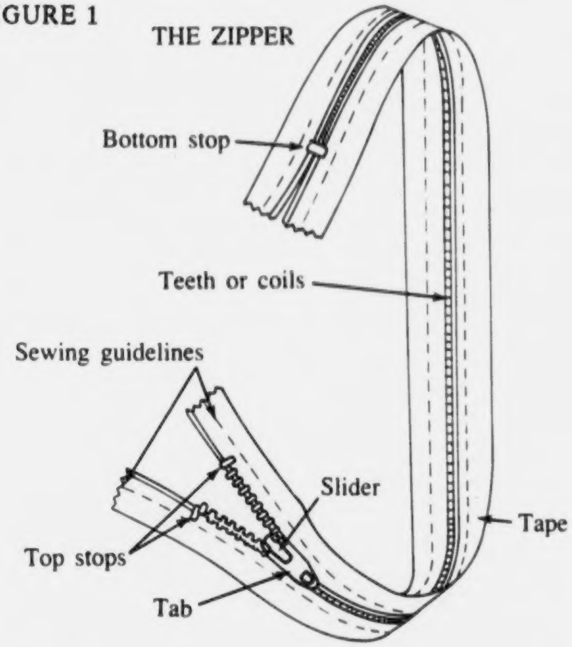
Applying a zipper is a basic sewing technique and skill that you need to develop. There are two basic methods of applying a zipper. The center application method is used at the center back or front of a garment. The lapped application method is used at the left side seam of pants, skirts, and dresses. Use the method appropriate for your particular garment.

EQUIPMENT AND SUPPLIES

- Garment
- Zipper (Figure 1)
- Threaded sewing machine
- Scissors
- Pins
- Thread
- Zipper foot

FIGURE 1

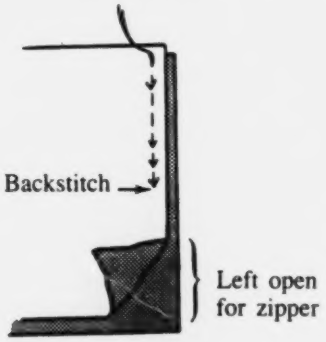
THE ZIPPER


Bottom stop
Teeth or coils
Sewing guidelines
Slider
Tape
Top stops
Tab

1. Sew seam to zipper opening using a regular stitch and a 5/8-inch seam allowance. Backstitch at end of stitching.

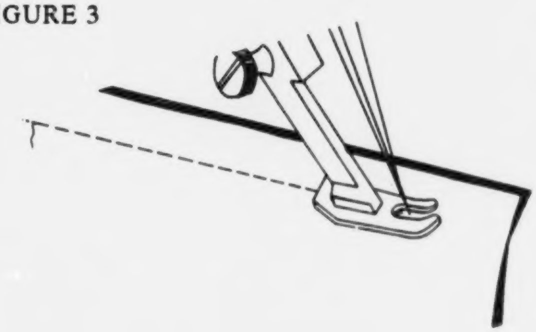
   NOTE: Arrows on Figure 2 seamline indicate direction to sew. Zipper opening length is determined by measuring the length of the zipper and adding 5/8 inch.

   FIGURE 2



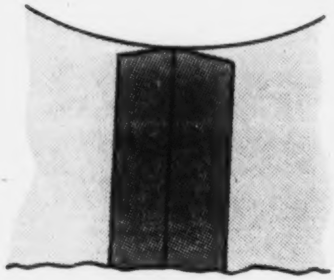
2. Machine baste, using a 5/8-inch seam allowance; the remaining seam is left open for zipper. (Figure 3)

   FIGURE 3



3. Press open seam of garment. (Figure 4)

   FIGURE 4

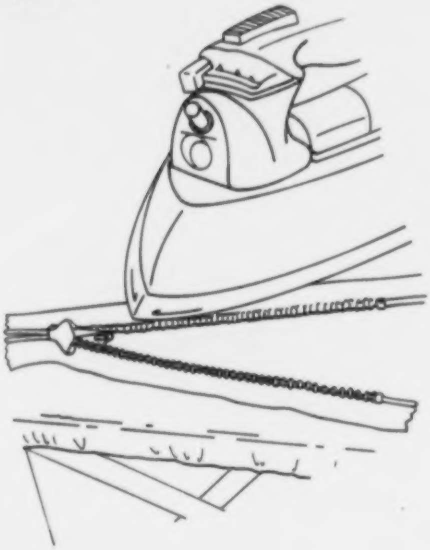


4. Work on inside of garment

5. Open zipper

NOTE: Be sure to preshrink zipper. Zippers are often folded for packaging. The zipper tape should be pressed to remove the creases. This helps the zipper to lie flat for application to your garment. (Figure 5)

FIGURE 5



For center application:

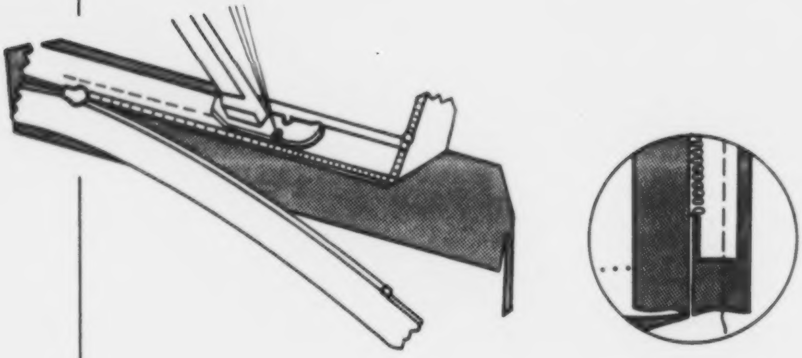
6. Center the zipper, tab side down, on the basted seam.

7. Pin one side of zipper in place *on* seam allowance beginning at the top.

   NOTE: Be sure zipper teeth line up evenly on seam as you pin.

8. Machine baste along the zipper sewing guideline through the zipper tape and the *one* seam allowance, using a zipper foot. (Figure 6)

FIGURE 6



9. Close zipper.
10. Place zipper flat against the fabric.
11. Work on outside of garment.
12. Pin through all thicknesses: tape, seam allowance, and garment.
13. Stitch an even distance from the basted seam down the length of the zipper.
14. Pivot at the bottom, stitch across, pivot, and continue sewing up the other side. (Figure 7)

NOTE: Some sewers prefer to stitch along zipper guidelines on the inside of the garment. (Figure 8)

FIGURE 7

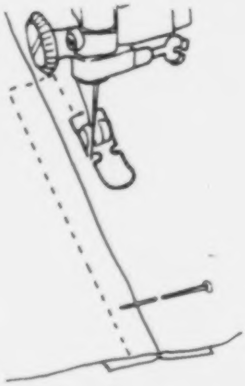
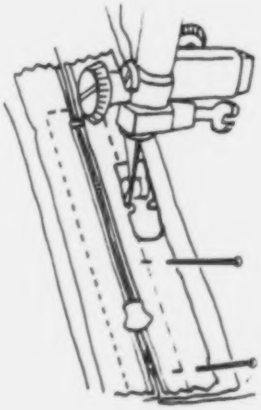


FIGURE 8



15. Remove basting stitch.

16. Press.

For lapped application:

17. Complete steps 1 through 5.

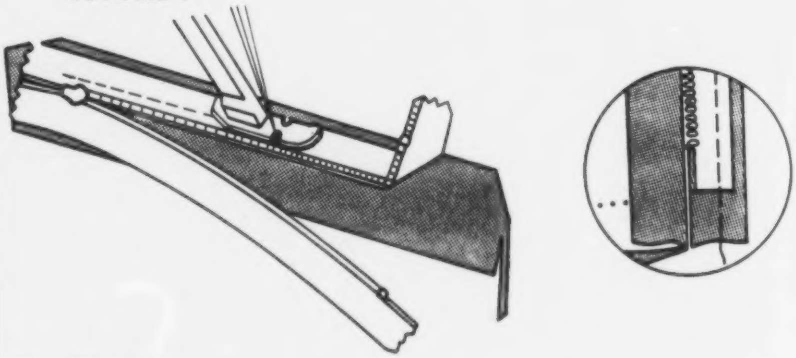
18. Place zipper tab side down on right-hand seam allowance.

19. Place zipper teeth along the seam line.

20. Machine baste along the zipper sewing guideline through zipper tape and the *one* seam allowance, using a zipper foot.

    NOTE: Do this step VERY CAREFULLY. It anchors the zipper in the correct position for the rest of the application. (Figure 9)

FIGURE 9



21. Close zipper.

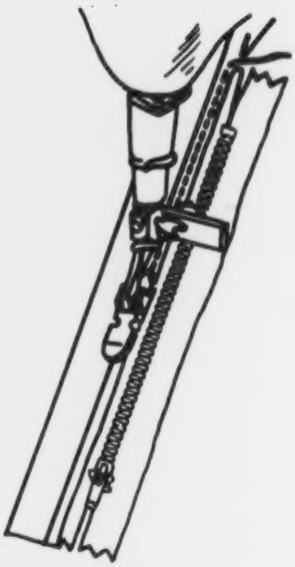
22. Turn zipper so that right side is up.

    NOTE: This will make a fold along the seam just sewn and the zipper teeth.

23. Machine stitch using zipper foot close to fold from the bottom to the top of the zipper. (Figure 10)

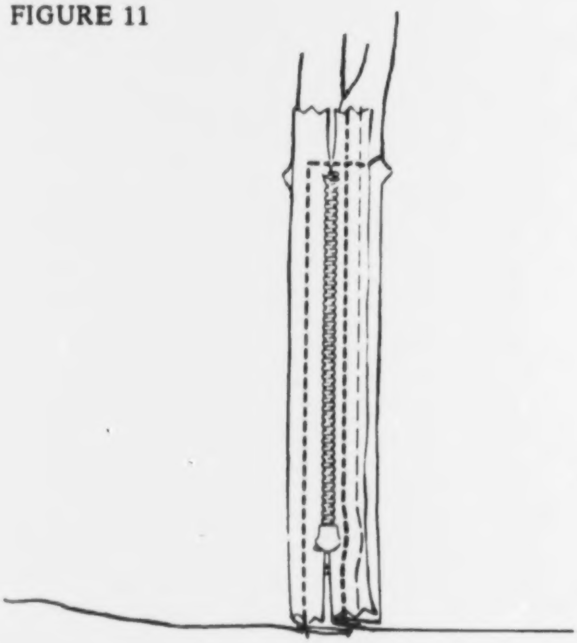
NOTE: Fold should not touch teeth.

FIGURE 10



24. Place the zipper face down against the other seam allowance. (Figure 11)

FIGURE 11



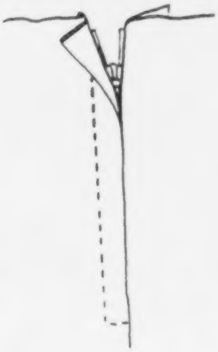
25. Pin through all thicknesses: tape, seam allowance, and garment.

26. Work on right side of the garment.

27. Stitch down length of zipper.

28. Pivot at the bottom and stitch to seam line. (Figure 12)

FIGURE 12



29. Pull threads to wrong side and tie ends; clip threads.

30. Remove basting stitches.

31. Press.

For all zippers:

32. Have your instructor evaluate your work.

33. Clean up area and put away equipment and supplies.

JOB SHEET 11

BASIC SEWING TECHNIQUES

OBJECTIVE 6k

Hem garment.

INTRODUCTION

Hemming your garment is the last step in clothing construction. The hemming method you choose will be based on the garment style and fabric. Your pattern guidesheet will offer a suggestion. You may want to discuss this with your instructor before deciding on the actual method you will use.

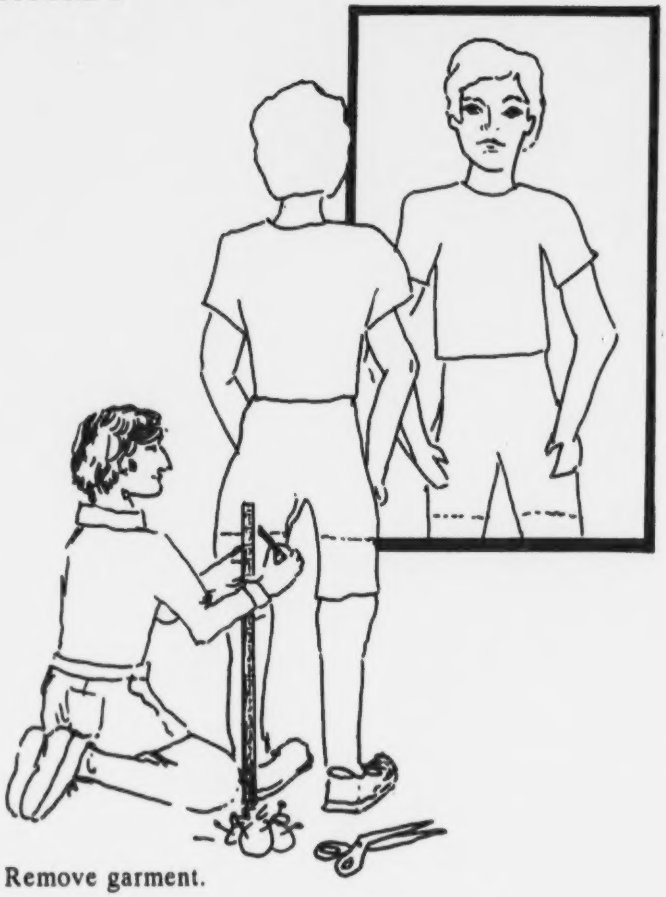
EQUIPMENT AND SUPPLIES

- Garment
- Yardstick or free-standing hem marker
- Pins
- Matching thread and needle
- Threaded sewing machine
- Thimble
- Scissors

PROCEDURE

1. Try on garment.
2. Have partner mark the hemline on the bottom edge of the garment using a yardstick and pins. (Figure 1)

FIGURE 1

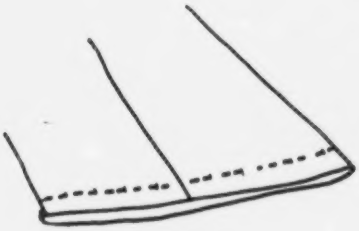


3. Remove garment.

4. Lay garment on flat surface; check to see if the pins are straight. (Figure 2)

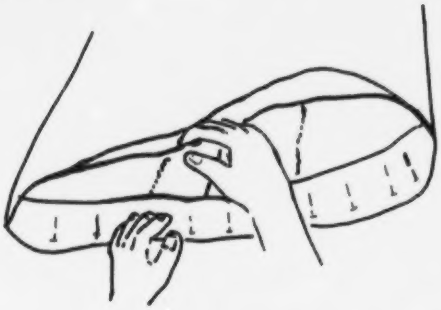
NOTE: If an occasional pin is out of line, move it to align with others, but if the entire row is jumpy it is wise to try it on and remark the garment hem.

FIGURE 2



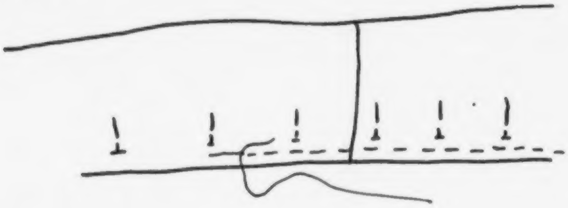
5. Fold the hem on the line of pins to the inside of the garment. (Figure 3)

FIGURE 3



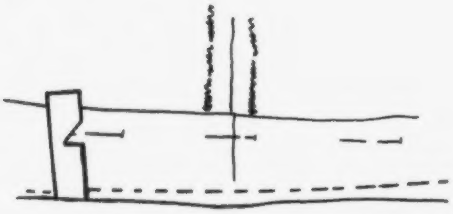
6. Baste along the folded edge. (Figure 4)

FIGURE 4



7. Measure the width of the finished hem using a seam gauge; mark with chalk, pins, or pencil. (Figure 5)

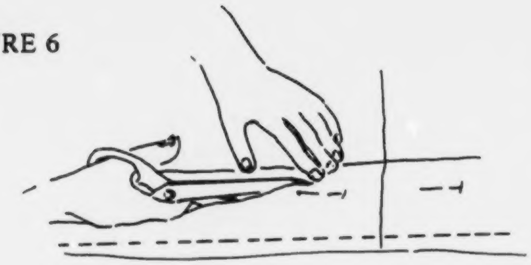
FIGURE 5



8. Cut along the marked line of hem allowance. (Figure 6)

NOTE: BE CAREFUL not to cut into the garment itself!

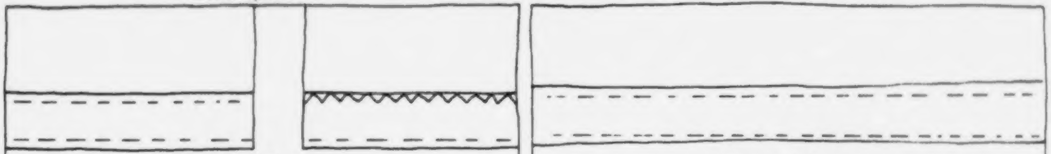
FIGURE 6



9. Select and complete appropriate finish for raw edge. (Figure 7)

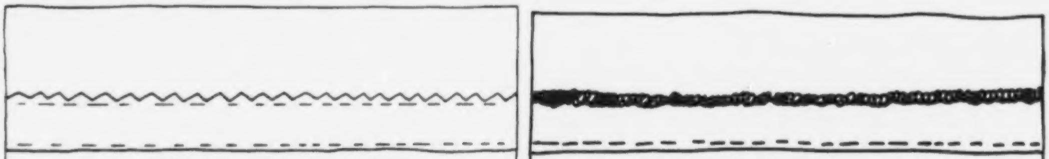
FIGURE 7

Examples:



Edgestitched

Clean-finished



Edgestitched and pinked

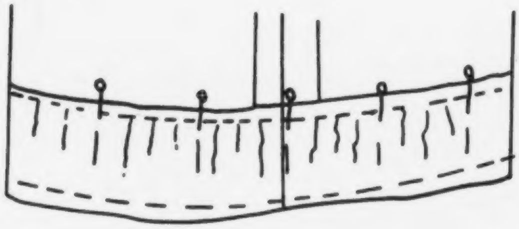
Serged

NOTE: Discuss these finishes and techniques with your instructor to help you select appropriate finish for raw edge of your garment. Your instructor will show you how to perform the proper technique.

10. Repin hem, easing in any fullness.

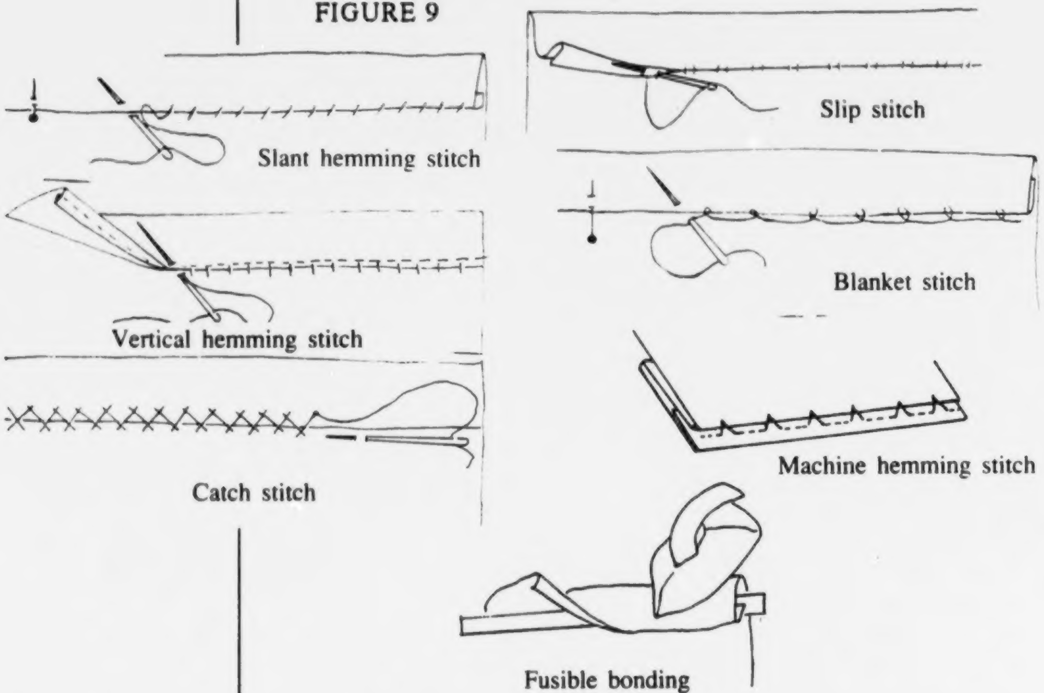
NOTE: Figure 8 shows edgestitched hem finish.

FIGURE 8



11. Select hemming techniques. (Figure 9)

FIGURE 9



Slant hemming stitch

Slip stitch

Blanket stitch

Vertical hemming stitch

Machine hemming stitch

Catch stitch

Fusible bonding

NOTE: Many patterns suggest hemming on the machine using a straight stitch. The result shows through to the right side of the garment. Light-weight hems or quick hems can be done using fusible bonding, such as Stitch Witchery. These hems do not normally provide strong permanent hems. Discuss all these techniques with your instructor to help determine appropriate selection for your garment.

To hem or handstitch fabric:

NOTE: Although much of your sewing can be done with a machine, there will be times you will sew by hand. For example, buttons may be put on by hand, some basting may be done by hand, and hems are often handstitched. The size of the needle used, the weight and type of thread, and the type of stitch used will depend on the purpose of the stitching as well as personal preference.

12. Select thread and needle to be used.

13. Loosen thread from notch on spool.

14. Cut thread at an angle.

    NOTE: If a great deal of stitching is to be done use no more than approximately 32 inches thread—about one arm's length. Repeat the threading process as necessary to complete job.

15. Moisten end of thread.

16. Pass thread through eye of needle.

17. Fasten thread back into notch on spool.

    NOTE: Most of your handstitching will be done with a single strand of thread. A knot is tied in the end of the thread to keep the thread from pulling through the fabric.

18. Knot thread at one end.

19. Put on thimble.

20. Make stitches, pushing the needle with the side of the thimble for fast, easy work and the end of the thimble for thicker fabrics.

    NOTE: The type of stitch and the stitch length used will depend on the purpose of the handstitching. Common hemming stitches are shown in step 11.

21. Complete hem stitching.

22. Press hem.

23. Have your instructor evaluate your work.

24. Clean up area and put away equipment and supplies.

JOB SHEET 1

Prepare pattern for layout.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Wrote name on each pattern piece, guidesheet, and envelope.	____	____
2. Cut apart the pattern pieces.	____	____
3. Separated the pattern pieces that were needed.	____	____
4. Returned extra pattern pieces to the pattern envelope.	____	____
5. Drew a circle on the guidesheet around the appropriate cutting layout diagram.	____	____
6. Pressed wrinkled pattern pieces.	____	____
7. Fitted the pattern by pinning the pieces together and trying on the pattern or holding it up to their body.	____	____

EVALUATOR'S COMMENTS

____

____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Name on Pattern Pieces	4 Name written correctly on all pieces	3 Name written on all pieces, but not inside stitching lines	2 Names written on only part of the pieces	1 No name on any pattern pieces
Separated Pattern Pieces	4 All needed pieces separated from extra pieces	3 Pieces separated, with only one mistake	2 Pieces separated, but with two or more mistakes	1 Pieces not separated
Cutting Layout	4 Correct layout circled	3 Incorrect layout circled	2 Could locate layouts, but not appropriate one	1 Could not identify layout on guidesheet
Pressed Pattern Pieces	4 Wrinkles pressed out of pieces	3 Most pieces pressed correctly	2 Tiny wrinkles pressed into pieces	1 No attempt to press pieces
Pattern Fitting	4 Pattern pieces pinned correctly for fitting, treated carefully	3 Pieces pinned, but torn	2 Pieces pinned, but not correctly	1 No attempt to pin pieces together

EVALUATOR'S COMMENTS

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AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 2

Prepare fabric for cutting.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Preshrunk the fabric by washing and drying or by drycleaning.	____	____
2. Straightened the fabric ends by pulling a crosswise thread and cutting to straighten the cut edge; or cutting along a prominent woven crosswise thread.	____	____
3. Folded the fabric as shown in guidesheet.	____	____
4. Straightened the grain if necessary by pulling on the bias.	____	____
5. Refolded to check grain alignment.	____	____
6. Pressed fabric if wrinkled.	____	____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Straightened Fabric Ends	4 Straightened ends using one of two methods	3 Pulled crosswise thread, but did not cut fabric ends	2 Could not locate crosswise thread	1 No attempt to straighten fabric ends
Straightened Fabric Grain	4 Pulled bias and refolded until fabric was on grain	3 Pulled on bias but did not refold to check grain	2 Could not locate bias	1 No attempt to straighten fabric grain

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 3

Pin pattern to fabric.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Placed pattern pieces on fabric according to guidesheet cutting layout.	____	____
2. Placed pattern pieces close together to eliminate wasting fabric.	____	____
3. Placed all pattern pieces on fabric before pinning.	____	____
4. Placed pattern pieces with place-on-fold markings exactly on folded edge.	____	____
5. Pinned place-on-fold sides first.	____	____
6. Placed pins away from pattern edges.	____	____
7. Placed pins at each notch, corner, or curve and about 8 inches apart on straight edges.	____	____
8. Placed pattern pieces on straight of grain.	____	____

EVALUATOR'S COMMENTS

____

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Pattern Piece Layout	4 Pattern pieces placed according to guide-sheet	3 Pattern pieces placed, but not exactly as guide-sheet	2 Not able to follow guide-sheet	1 Not able to locate guide-sheet layout
Pinning	4 Pins placed away from edges and placed appropriately	3 Pins placed away from edges, but too far apart	2 Pins placed close to edges and too far apart	1 No pins placed on pattern and fabric
Fabric Grainline	4 Pattern pieces placed on grainline	3 Pattern pieces placed on grainline, but not exact	2 Some pattern pieces placed on grainline, but not all	1 Pattern pieces not placed on grain-line

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 4

Cut garment pieces.

Student's name ____________________________ Date ___________

Evaluator's name ___________________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Used shears correctly by putting thumb in small hole of the handle and fingers in the large hole of the handle.	____	____
2. Kept work flat on the table.	____	____
3. Made long, even cuts where possible.	____	____
4. Cut corners, notches, and short places with points of the shears.	____	____
5. Cut down the center of the cutting line.	____	____
6. Left pattern pinned on fabric.	____	____
7. Folded pieces with pattern to the inside.	____	____

EVALUATOR'S COMMENTS

____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Cutting	Long, even cuts with shears	Long cuts with shears, but uneven	Short, uneven cuts with shears	Not able to use shears
Cutting Line	Cutting down center of the cutting line	Cutting not exactly down center of the cutting line	Cutting on inside or outside of cutting line	Cutting on another line other than cutting line

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 5

Make pattern markings.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
Tracing wheel and tailor's carbon paper:		
1. Protected table surface with cardboard or magazine under fabric.	____	____
2. Tested carbon paper on scrap of fabric.	____	____
3. Slipped carbon paper so that colored portion marked both wrong sides of the fabric at same time.	____	____
4. Rolled the tracing wheel over the symbols and lines to be marked.	____	____
Chalk, soap, or washable marker:		
5. Placed a pin through each point to be marked.	____	____
6. Made a small mark at each pin.	____	____
7. Drew stitching line between markings.	____	____

EVALUATOR'S COMMENTS

____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Tracing Wheel Markings	4 Markings on wrong side of fabric at pattern symbols and lines	3 Markings on wrong side of fabric, but not exactly at symbols and lines	2 Markings on right side of fabric	1 Markings not attempted
Chalk, Soap or Washable Marker Markings	4 Markings on wrong side of fabric at pattern symbols and lines	3 Markings on wrong side of fabric, but not exactly at symbols and lines	2 Markings on right side of fabric	1 Markings not attempted

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 6

Stitch and press darts.

Student's name ____________________________ Date ___________

Evaluator's name __________________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Folded dart on fold line, matching dots and stitching lines.	_____	_____
2. Pinned basted darts.	_____	_____
3. Started stitching at wide end of dart.	_____	_____
4. Backstitched at wide end of dart.	_____	_____
5. Removed each pin as stitching neared it.	_____	_____
6. Made last stitch exactly on last dot.	_____	_____
7. Secured thread at point of dart using one of two methods.	_____	_____
8. Pressed horizontal darts down or vertical darts toward the center of the garment.	_____	_____
9. Slashed darts on heavy or bulky fabric.	_____	_____
10. Pressed dart.	_____	_____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Folded Dart	4 Dart folded on fold line, matching dots and stitching lines	3 Dart folded on fold line, but dots and stitching lines do not match	2 Dart folded on right side of fabric	1 Could not fold dart
Stitching of Dart	4 Back-stitched with last stitch on last dot, thread secured	3 Back-stitched with last thread on last dot, but thread not secured	2 Dart stitched on right side of fabric	1 Could not stitch dart
Pressing of Dart	4 Pressed in proper direction and on wrong, then right side of fabric	3 Pressed proper direction, but on right side before wrong side	2 Pressed in wrong direction	1 Did not press dart

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 7

BASIC SEWING TECHNIQUES

JOB SHEET 7

Apply interfacing.

Student's name ________________________ Date __________

Evaluator's name ________________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Folded interfacing in half lengthwise.	_____	_____
2. Layed pattern piece on interfacing.	_____	_____
3. Cut pattern from interfacing.	_____	_____
4. Made necessary pattern markings.	_____	_____
5. Aligned interfacing on wrong side of garment piece.	_____	_____
6. Applied interfacing to garment piece according to iron-on or sew-on instructions.	_____	_____
7. Cut the pointed corners of the sew-in interfacing abut 1/8 inch inside the seam line.	_____	_____
8. Trimmed the sew-in interfacing close to the stitched line.	_____	_____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Cut Interfacing	4 Pattern markings made on interfacing, woven interfacing cut on grainline	3 Pattern markings not exact, woven interfacing not cut exactly on grainline	2 No pattern markings, but woven interfacing cut on grainline	1 No pattern markings on interfacing, woven interfacing not cut on grainline
Iron-on Interfacing	4 Fused securely to wrong side of fabric	3 Not fused securely to wrong side of fabric	2 Fused securely to right side of fabric	1 Not fused securely, and fused to right side of fabric
Sew-in Interfacing	4 Trimmed close to stitching, trimmed corners, sewn on wrong side of fabric	3 Not trimmed close to stitching, corners trimmed, sewn on wrong side of fabric	2 Trimmed close to stitching, corners trimmed, sewn on right side of fabric	1 Not trimmed close to stitching, corners not trimmed, sewn on right side of fabric

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program: additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 8

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 8

Clean-finish facing edge.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sewed seams of facing following guidesheet directions.	_____	_____
2. Pressed seams open.	_____	_____
For regular sewing machine:		
3. Stitched row of regular length stitching 1/4 inch from outside edge of facing.	_____	_____
4. Turned raw edge to wrong side of fabric on the row of stitching.	_____	_____
5. Stitched edge around the folded edge.	_____	_____
6. Pressed the facing.	_____	_____
For serger:		
7. Stitched edges on serger, guiding the edge of fabric close to upper blade.	_____	_____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Facing Seams	4 Facing seams followed guidesheet directions, pressed open	3 Seams made correctly, but not pressed open	2 Seams made incorrectly pressed open	1 Seams made incorrectly and not pressed
Sewing Machine Facing Edge	4 Facing stitched close to 1/4 inch turned under edge and pressed	3 Facing stitched close to 1/4 inch turned under edge, but not pressed	2 Facing stitched on uneven turned under edge, but not pressed	1 Facing not stitched on edge, and not pressed
Serger Facing Edge	4 Raw edge of facing stitched close to upper blade on serger	3 Raw edge of facing stitching cut away facing edge	2 Edge turned under before serging, stitching close to upper blade on serger	1 Edge turned under before serging, stitching cut away facing edge

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 9

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 9

Attach facing to garment.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Matched facing and garment notches, raw edges, center lines, and seams.	_____	_____
2. Stitched around entire opening.	_____	_____
3. Graded the seams.	_____	_____
4. Clipped corners and inward curves.	_____	_____
5. Notched outward curves.	_____	_____
6. Understitched on facing through all seam allowances.	_____	_____
7. Secured facing to garment.	_____	_____

EVALUATOR'S COMMENTS

____

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____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Seam Stitching	4 All notches, raw edges, center lines, and seams match	3 Most notches, raw edges, center lines, and seams match	2 Few notches, raw edges, center lines, and seams match	1 Notches, raw edges, center lines, and seams do not match
Seam Grading	4 Seam allowance graded with inside seam allowance the shortest	3 Seam allowances graded, but inside allowance the longest	2 Seams trimmed to same lengths	1 Seams not trimmed or graded at all
Clipping of Corners and Angles	4 Corners and angles clipped diagonally, acute angles clipped additionally	3 Corners clipped diagonally, acute angles not clipped additionally	2 Corners and acute angles clipped diagonally and additionally	1 Corners and angles not clipped
Clipping of Inward Curves	4 Clipping close to stitching, fewer clips on straighter curves	3 Clipping close to stitching evenly spaced regardless of curve	2 Clipping past stitching, evenly spaced regardless of curve	1 No clipping attempted
Notching of Outward Curves	4 Notches cut close to stitching, more notches on severe curves	3 Notches cut close to stitching, evenly spaced regardless of curves	2 Notches past stitching, evenly spaced regardless of curves	1 No notches attempted

Criteria:

Understitching	4 Stitching on facing and close to seam line, through all seam allowances	3 Stitching on facing and through all seam allowances, but not close to seam line	2 Stitching on garment side of seam line, through all seam allowances	1 Stitching on garment side of seam line, not through all seam allowances
Secured Facing to Garment	4 Facing edge hand stitched to garment seam or used stitch-in-ditch method, stitched in seam line with machine	3 Facing hand stitched, is not securely fastened or stitch-in-ditch is not securely fastened	2 Facing edge hand stitched through to garment side or stitch-in-ditch not in seam line	1 No securing attempted

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 10

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 10

Apply zipper.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluation note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sewed seam up to zipper opening.	____	____
2. Machine basted zipper opening.	____	____
3. Pressed seam open.	____	____
4. Opened and pressed zipper.	____	____
For center application:		
5. Centered the zipper, tab side down, on the basted seam, inside garment.	____	____
6. Pinned one side of zipper to seam allowance.	____	____
7. Machine basted along the zipper tape through the one seam allowance, using zipper foot.	____	____
8. Closed zipper.	____	____
9. Placed zipper flat against the fabric.	____	____
10. Pinned through all thicknesses.	____	____
11. Stitched an even distance from the basted seam (outside stitching) or along the zipper guidelines (inside stitching), pivoting at the bottom, stitching across seam, pivoting again, and continuing up other side of zipper.	____	____

The student:	YES	NO
12. Removed basting stitch.	____	____
13. Pressed zipper.	____	____
For lapped application:		
14. Completed steps 1 through 5.	____	____
15. Placed zipper tab side down on right-hand seam allowance.	____	____
16. Placed zipper teeth along the seam line.	____	____
17. Machine basted along the zipper sewing guideline through zipper tape and one seam allowance using a zipper foot.	____	____
18. Closed zipper.	____	____
19. Turned zipper so that right side was up.	____	____
20. Machine stitched using zipper foot close to fold from the bottom to the top of zipper.	____	____
21. Placed the zipper face down against the other seam allowance.	____	____
22. Pinned through all thicknesses.	____	____
23. Stitched from right side down length of zipper.	____	____
24. Pivoted at bottom and stitched to seam line.	____	____
25. Pulled threads to wrong side, tied ends, and clipped threads.	____	____
26. Removed basting stitches.	____	____
27. Pressed.	____	____

EVALUATOR'S COMMENTS

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Machine Basted Seam for Zipper Opening	Machine basted 5/8-inch seam, pressed open	Machine basted 5/8-inch seam, but not pressed	Stitched 5/8-inch seam, but not basting stitch, pressed open	Seam not 5/8 inch, not pressed open
Center Application	Stitched even distance from seam line, pivoted and stitched across bottom	Stitching even distance from seam line, no stitching at bottom	Stitching uneven distance from seam, stitched at bottom	Stitching uneven distance from seam, no stitching at bottom
Lapped Application	Zipper lap on left of garment, stitched even distance from seam and across bottom of zipper	Zipper lap on left side of garment, stitched even distance from seam, but not across the bottom of zipper	Zipper lap on right side of garment, stitched even from seam and across bottom	Zipper lap on right side of garment, stitched uneven from seam, no stitching across bottom

EVALUATOR'S COMMENTS

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AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 11

BASIC SEWING TECHNIQUES

D IV

JOB SHEET 11

Hem garment.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Tried on garment.	____	____
2. Had partner mark hem.	____	____
3. Checked marked hem to be sure it was straight.	____	____
4. Folded hem to inside on pin line.	____	____
5. Basted along folded edge.	____	____
6. Marked the width of the finished hem.	____	____
7. Cut along the marked line.	____	____
8. Selected and completed finish for raw edge.	____	____
9. Repinned hem easing in any fullness.	____	____
10. Selected appropriate hemming technique.	____	____
11. Selected appropriate thread and needle for hemming.	____	____
12. Threaded needle.	____	____
13. Knotted end of thread.	____	____
14. Completed hemming stitch.	____	____
15. Pressed hem.	____	____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Marked Hem	Markings straight, folded to inside, basted on folded edge, measured and cut evenly	Markings straight, folded to inside, not basted, measured and cut evenly	Markings straight, folded to inside, not basted, measured and cut unevenly	Markings straight, folded to outside, not basted, measured and cut unevenly
	4	3	2	1
Garment Hem	Selected appropriate raw edge finish and hemming technique, hem fullness eased in	Selected appropriate raw edge finish and hemming technique, hem fullness not eased in	Selected inappropriate raw edge finish and hem technique, fullness eased in	Selected inappropriate raw edge finish and hem technique, hem fullness not eased in

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

BASIC SEWING TECHNIQUES

D IV

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with basic sewing techniques to their correct definitions. Write correct letters in the blanks. (Question is continued on the following two pages.)

___ 1. Changes made in a pattern before cutting or in a garment to make it better fit the body.

___ 2. Stitching made by reversing the machine to make stitches over previously made stitches, eliminating the need to tie thread ends.

___ 3. Long stitches made by hand or on the machine to hold garment pieces together until permanent stitching is done.

___ 4. Diagonal direction across fabric grainlines.

___ 5. Short straight cuts into a seam.

___ 6. Fold of fabric that is stitched to give shape to a garment; usually wide at one end and tapered to a point.

___ 7. Diagrams on guidesheet that show the way each pattern piece is placed on the fabric for pinning and cutting.

___ 8. Woven or nonwoven fabric used inside certain garment pieces to add body and reinforcement.

___ 9. Trimming off seam allowance at different widths to eliminate bulk.

a. Basic sewing

b. Lengthwise grain

c. Grain

d. Facing

e. Pattern markings

f. Pattern

g. Selvage

h. Understitching

i. Fabric bolt

j. Zipper foot

k. Guidesheet

l. Dart

m. Off-grain

n. Raw edge

o. Seam allowance

p. Clipping

q. Notching

r. Folded edge

___10. Printed sheet that is included with each pattern and contains general information abut the pattern, how to use it, and instructions for cutting and sewing the garment.

___11. Arrangement of threads in a woven fabric.

___12. Piece of fabric used to finish edges of garment, such as necklines and armholes.

___13. Small wedge-shaped cuts taken out of seam allowances and outward curves.

___14. Threads of a fabric that are carefully woven and running at 90-degree angles.

___15. Washing and drying or dry-cleaning of fabric before cutting and sewing so that the size of the finished product will not change.

___16. Finished edge along the length of fabric.

___17. Method of securing facing to garment by machine stitching in seam line of garment pieces and through inside facing seam.

___18. Fabric between the stitching line and the cut edge.

___19. Special symbols used as guides when working with pattern and garment pieces.

___20. Threads of a woven fabric running at a slant.

___21. Special presser foot for sewing machine that allows stitching any seam that has more bulk on one side than the other.

___22. Stitching that holds facing to inside of garment.

s. Interfacing

t. Bias

u. Crosswise threads

v. Basting

w. On-grain

x. Cutting line

y. Preshrink

z. Backstitching

aa. Ease

bb. Stitch-in-ditch

cc. Alterations

dd. Layout

ee. Stitching line

ff. Directional arrow

gg. Grading

__ 23. To work in extra fabric when sewing a hem or garment seam, without making tucks or gathers.

OBJECTIVE 2

Name three types of information found on a pattern guidesheet.

____

____

____

OBJECTIVE 3

Match pattern markings to their correct meanings. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Aid in matching seams and in other construction details.

___ 2. Diamond-shaped symbols along the cutting line that aid in joining garment pieces; numbered to help in matching one garment piece to another.

___ 3. Usually 5/8 inch inside cutting line and indicate where garment pieces are joined together; may indicate where darts are seamed or pleats are stitched.

___ 4. Solid outline on the outside of the pattern piece; if inside the pattern piece, outline indicates a fold line of dart, center front, hem line, or placement of trims and pockets.

___ 5. Distance between the cutting and stitching lines; usually 5/8 inch unless stated otherwise; included but not printed on pieces of multi-sized patterns.

___ 6. Indicates the direction in which the pieces should be stitched to prevent distortion of the fabric grain.

a. Facing line

b. Lengthening and shortening lines

c. Grainline

d. Place-on-fold line

e. Stitching line

f. Selvage line

g. Notches

h. Seam allowance

i. Clipping line

j. Dots

k. Directional arrow

l. Grading line

m. Cutting line, fold line, or feature line

____7. Show proper places on the pattern to make alterations.

____8. Used to place pattern pieces on the straight grain of fabric; placed on the lengthwise or crosswise grain or on the fold.

____9. Indicates to place the pattern on the fold of the fabric.

OBJECTIVE 4

Arrange in order the steps in basic sewing. Write the correct numbers in the blanks.

____ Make pattern markings.

____ Follow pattern sewing instructions.

____ Prepare the fabric for cutting.

____ Cut the garment pieces.

____ Prepare the pattern for layout.

____ Pin the pattern to the fabric.

NOTICE

The following assignment sheet and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 5

Interpret pattern markings. SCORE_____

OBJECTIVE 6

Demonstrate the ability to

a. **Prepare pattern for layout.** RATING ____

b. **Prepare fabric for cutting.** RATING ____

c. **Pin pattern to fabric.** RATING ____

d. **Cut garment pieces.** RATING ____

e. **Make pattern markings.** RATING ____

f. **Stitch and press darts.** RATING ____

g. **Apply interfacing.** RATING ____

h. **Clean-finish facing edge.** RATING ____

i. Attach facing to garment. RATING ___

j. Apply zipper. RATING ___

k. Hem garment. RATING ___

OBJECTIVE 1

1. cc
2. z
3. v
4. t
5 p
6. l
7. dd
8. s
9. gg
10. k
11. c
12. d
13. q
14. w
15. y
16. g
17. bb
18. o
19. e
20. m
21. j
22. h
23. aa

OBJECTIVE 2

- Getting-ready-to-sew instructions
- Layout instructions
- Sewing instructions

OBJECTIVE 3

1. j
2. g
3. e
4. m
5. h
6. k
7. g
8. c
9. d

OBJECTIVE 4

5, 6, 2, 4, 1, 3

OBJECTIVE 5	Refer to answers to Assignment Sheet 1.
OBJECTIVE 6	Refer to practical tests for Job Sheets 1 through 11.

OBJECTIVE SHEET

CLOTHING CARE

D V

INTRODUCTION

Your clothes are important to you. What you choose to wear tells others a lot about you as a person. Your clothes reflect your personality, give you self-confidence, and provide comfort and protection. But regardless of the amount of money you spend for clothing construction or for buying ready-made garments, you cannot expect to look your very best unless the clothes are cared for properly.

UNIT OBJECTIVE

After completing this unit, the student should be able to properly care for clothing. The student will show these competencies by completing assignment sheets, job sheet, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with clothing care to their correct definitions.
2. Arrange in order laundry steps.
3. Name factors that affect laundry sorting groups.
4. State guidelines for preparing clothes for laundering.
5. Match types of clothes to proper wash temperatures.
6. Match laundry products to their correct descriptions.
7. Name methods of drying clothes.
8. Select from a list tips that will help in ironing and pressing clothing.
9. Select from a list storage ideas for clothing.
10. Determine sorted laundry loads. (Assignment Sheet 1)
11. Determine stain removal treatments. (Assignment Sheet 2)
12. Demonstrate the ability to hand wash a garment. (Job Sheet 1)

PREPARATION

- Order materials listed in suggested resources.
- Invite personnel from a commercial laundry and/or dry cleaning business to speak to the class.
- Invite senior citizen to serve as a guest speaker.
- **NOTE:** Provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Ask the senior citizen to talk about "early-days" laundry routines. They might bring in old laundry equipment and explain how it was used.
- Ask the commercial laundry or dry cleaning person to explain processes they use to clean and care for clothing.
- Suggest that students be responsible for family laundry as a home experience.
- Demonstrate stain removal procedures.
- Stain fabrics. Have students remove stains using Supplement 1 as a resource.
- Write stains on 3 x 5 cards; write removal procedures on other 3 x 5 cards; pin cards on students backs; they will then "match" stains and corresponding removal procedures. The same cards can also be used to play "Concentration."
- Show film *Gone With the Wash.*
- Use "Textile Spots and Stains: What's New in Textiles" as a teaching resource.
- Have students research dry cleaning costs, turnover time, etc.

Objectives 3 through 5

- Provide students with soiled laundry or cutout clothing pictures from catalog to "sort."
- Collect a variety of care labels; discuss information in class.

- Demonstrate how to repair rips and tears, replace buttons, and sew on hooks and eyes and snaps. Then have students practice these skills.

Objective 6

- Display laundry products and have students read the labels. Discuss how the product is used and the importance of following directions.

- Show how soaps and detergents make water "wetter" or reduce the surface tension of water enabling it to penetrate fabrics faster and more thoroughly. Use the following procedure:

  1. Gather needed supplies: Two glass measuring cups, warm water (100°F), all-purpose detergent, measuring spoons, two eye droppers, one swatch of tightly woven polyester/cotton, non-printed fabric.
  2. Fill two glass measuring cups with warm water.
  3. Add 1/2 teaspoon of an all-purpose detergent to one of the measuring cups.
  4. Mix until the detergent is dissolved.
  5. Put one drop of the plain water and one drop of the detergent solution 1 to 2 inches apart on the fabric swatch.
  6. Have students observe how the droplet of plain water remains in a bead on the surface of the fabric while the droplet of detergent solution spreads out and penetrates into the fabric.
  7. Conclusion - Detergent aids penetration of water into the fiber or yarns and spaces between them for easier removal of water soluble soils.

Objectives 7 through 9

- Show students how to "block" garments for flat drying.

- Show video *Personal Clothing Management: Unit III - Clothing Care and Maintenance*.

- Have students critique their clothing storage at home indicating good techniques and those needing improvement. Include a plan for improving.

- Demonstrate ironing and pressing different types of clothes.

APPLICATION

Objectives 10 through 12

- Use Assignment Sheet 1 to give students practice in "sorting" laundry.
- Use Assignment Sheet 2 to give students practice in determining stain removals and treatments.
- Use Job Sheet 1 to provide students an opportunity to develop the skill of hand washing a garment.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual student as required.

Written Test

- Explain to student that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheets and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Gone With the Wash*, film or 1/2" videotape available free on loan, order number 22787, Scheduling Center, Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, Florida 33709.
- *Personal Clothing Management: Unit III - Clothing Care and Maintenance*, video available for a fee from the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074.

Publications

- "Textile Spots and Stains: What's New in Textiles", one copy free of this brochure from the American Textile Manufacturers Institute, 1801 K Street N.W., Suite 900, Washington, D.C. 20006

UNIT REFERENCES

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- Kelley, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- *Learning About Laundry*. Cincinnati, Ohio: The Proctor and Gamble Company, 1977.
- Liddell, Louise. *Clothes and Your Appearance*. South Holland, Illinois: Goodheart-Willcox Co., Inc., 1981.
- Sawatzky, Joyce. *Home Economics I*, rev. ed., Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Educational, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

CLOTHING CARE

D V

OBJECTIVE 1

1. m
2. f
3. a
4. d
5. i
6. l
7. r
8. k
9. h
10. e
11. n
12. p

OBJECTIVE 2

3, 5, 1, 4, 2, 6, 8, 7

OBJECTIVE 3

- Color
- Fabric and fabric finish
- Soil type

OBJECTIVE 4

Any three of the following are acceptable

- Close zippers or hooks
- Empty pockets and turn them and any pants cuffs inside out
- Brush away lint and loose dirt
- Mend any rips
- Remove items that are not washable
- Sew on any loose buttons or hooks
- Tie loose ties or attached belts to prevent tangling

OBJECTIVE 5

1. a
2. b
3. a
4. b
5. c
6. c
7. b
8. b
9. a
10. b
11. b
12. c
13. b
14. b
15. b, c

OBJECTIVE 6

1. i
2. f
3. c
4. b
5. k
6. e
7. g
8. l

OBJECTIVE 7

- Flat drying
- Line drying
- Machine drying

OBJECTIVE 8

1, 3, 7, 8, 9, 10

OBJECTIVE 9

2, 3, 5, 6, 8, 9, 11

OBJECTIVE 10

Refer to answers to Assignment Sheet 1.

OBJECTIVE 11

Refer to answers to Assignment Sheet 2.

OBJECTIVE 12

Refer to practical test for Job Sheet 1.

PRETEST

CLOTHING CARE

D V

NAME ________________________________ SCORE _______

OBJECTIVE 1

Match terms associated with clothing care to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Finish applied by fabric manufacturer to help fabric recover from wrinkling

___ 2. Fabrics capable of being cleaned or washed without the colors fading or "running"

___ 3. Step taken before laundering garment so heavy soils or spots will be removed during the actual washing

___ 4. White clothes that can stand up to heavy-duty detergents, strong bleaches, and other cleaning products

___ 5. Finish applied by fabric manufacturer to help keep fabric from absorbing "stain-threatening" solutions

___ 6. Process of cleaning with chemicals rather than with detergents and water

___ 7. Mixture of cleaning product and a small amount of water to make a "paste-like" consistency; used in stain removal

___ 8. Fabrics made from manufactured chemicals

___ 9. Clothing made from fine fibers or weaves that require extra gentle cleaning care

_ 10. Fabrics that contain colors that fade or "run" during cleaning or washing

a. Pretreating

b. Polyester and cotton blend

c. Silk

d. Sturdy whites

e. Non-colorfast

f. Colorfast

g. Polyester

h. Delicates

i. Stain resistant

j. Acrylic

k. Synthetics

l. Dry clean

m. Wash and wear

n. Flame retardant

o. Wools

p. Durable press

q. Nylon

r. Detergent paste

___11. Finish applied by fabric manufacturer to keep fabric from burning

___12. Finish applied by fabric manufacturer to help resist wrinkling

OBJECTIVE 2 **Arrange in order laundry steps.** Write the correct numbers in the blanks.

___Pretreat soiled areas

___Select detergent and other laundry aids

___Sort clothes

___Select water temperature and start wash cycle

___Repair clothes

___Load clothes in the machine

___Press or iron clothes, if needed

___Dry clothes

OBJECTIVE 3 **Name factors that affect laundry sorting groups.**

____

____

____

____

____

OBJECTIVE 4 **State three guidelines for preparing clothes for laundering.**

____

____

____

____

OBJECTIVE 5

Match types of clothes to proper wash temperatures. Write the correct letters in the blanks. Letters may be used more than once.

___ 1. Very delicate colors and fabrics
___ 2. Heavily soiled durable press
___ 3. Washable silks and wools
___ 4. Work and active clothes
___ 5. Synthetics
___ 6. Non-colorfast colors
___ 7. Diapers
___ 8. Towels
___ 9. Very lightly soiled table linens
___ 10. Sturdy whites
___ 11. Colorfast pastels
___ 12. Lightly soiled durable press
___ 13. Throw rugs
___ 14. Sheets
___ 15. Wash and wear

a. Cold (80°F or cooler)
b. Hot (140°F)
c. Warm (100-110°F)

OBJECTIVE 6

Match laundry products to their correct descriptions. Write the correct letters in the blanks.

____1. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

____2. Mild cleaning product usually made from animal fat

____3. Used to give added body to fabrics and keep them clean longer

____4. Used to remove stains from fabrics before laundering

____5. Used for delicate colors, synthetics, and light soil

____6. Used for heavily soiled clothing and hot-water washing

____7. Used as a strong aid for whitening clothes, removing stains, and disinfecting

____8. Used for general laundry and normal soils

a. Solvent

b. Pretreatment products

c. Starch

d. Water conditioner

e. Heavy-duty detergent

f. Soap

g. Bleach

i. Fabric softener

h. Bluing

j. Laundry sanitizer

k. Cold water detergent

l. All-purpose, all-temperature detergent

OBJECTIVE 7

Name methods for drying clothes.

____

____

____

OBJECTIVE 8

Select from the list below tips that will help in ironing and pressing clothing. Write an "X" in the blank before each correct answer.

____1. Read clothing labels or fabric content information to determine iron temperature setting.

____2. Over dry clothes in the dryer.

___ 3. Use a tailor's ham or press mitt for pressing curved areas.

___ 4. Start with clothing that requires the highest heat iron setting.

___ 5. Leave clothes in the dryer for a few minutes after it shuts off.

___ 6. Use the iron immediately after adjusting the temperature setting.

___ 7. Make sure your iron has plenty of distilled water and is producing steam at steam setting.

___ 8. Use the tip of the iron to work in small areas.

___ 9. Use a sleeve board for pressing sleeves and hard-to-reach areas.

__ 10. Use a damp press cloth or spray lightly with spray starch or water for fabric requiring high-heat iron settings.

OBJECTIVE 9

Select from the following list storage tips for clothing. Write an "X" in the blank before each correct answer.

___ 1. Store sweaters and loose-knit garments on hangers.

___ 2. Organize your clothes by hanging similar types together or by grouping together frequently worn outfits.

___ 3. Avoid putting too many clothes in a drawer to help prevent wrinkling.

___ 4. Leave fasteners open .

___ 5. Use drawer dividers to help keep items in place.

___ 6. Use shelf space, floor space, and wall space inside your closet for storage of shoes and other accessories.

___ 7. Hang pants by the waistband.

___ 8. Store seasonal clothing that is not in use after it is cleaned and repaired.

___ 9. Use hangers that are wide enough and strong enough for your clothing.

__ 10. Hang skirts by the bottom hem.

__ 11. Line drawers with shelf paper to prevent rough drawer bottoms from snagging clothes.

NOTICE	In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.	
OBJECTIVE 10	**Determine sorted laundry loads.**	SCORE_____
OBJECTIVE 11	**Determine stain removal treatments.**	SCORE_____
OBJECTIVE 12	**Demonstrate the ability to wash a garment.**	RATING ____

INFORMATION SHEET

CLOTHING CARE

D V

OBJECTIVE 1

Match the terms associated with clothing care to their correct definitions.

- **Colorfast**—Fabrics capable of being cleaned or washed without the color fading or "running"
- **Delicates**—Clothing made from fine fibers or weaves that require extra gentle care

  Example: Silk, wool, linen
- **Detergent paste**—Mixture of cleaning product and a small amount of water to make a "paste-like" consistency; used in stain removal
- **Dry clean**—Process of cleaning with chemicals rather than with detergent and water
- **Durable press**—Finish applied by fabric manufacturer to help resist wrinkling
- **Flame retardant**—Finish applied by fabric manufacturer to keep fabric from burning
- **Non-colorfast**—Fabrics that contain colors that fade or "run" during cleaning or washing
- **Pretreating**—Step taken before laundering garment so heavy soils or spots will be removed during the actual washing
- **Stain resistant**—Finish applied by fabric manufacturer to help keep fabric from absorbing "stain-threatening" solutions
- **Sturdy whites**—White clothes that can stand up to heavy-duty detergents, strong bleaches, and other cleaning products
- **Synthetics**—Fabric made from manufactured chemicals

  Examples: Acrylic, polyester, rayon, nylon
- **Wash and wear**—Finished applied by fabric manufacturer to help fabric recover from wrinkling

  NOTE: Wash and wear is similar to durable press.

OBJECTIVE 2

Arrange in order laundry steps.

Once clothes have been identified as soiled or dirty, it will be necessary for you to determine how to best make the clothes look fresh and wearable again. Even new clothes should be washed before wearing them the first time. There are eight basic steps you should follow.

1. Sort clothes.

   NOTE: Most clothes can be washed in an automatic washing machine. Some clothes should be hand washed. Job Sheet 1 will show and tell you how. Other clothes should not be washed at all, but should be drycleaned. Your choice will be determined by garment label or fabric care information available on the bolt of fabric when it was purchased. Assignment Sheet 1 will give you practice in determining sorted laundry loads.

2. Repair clothes.

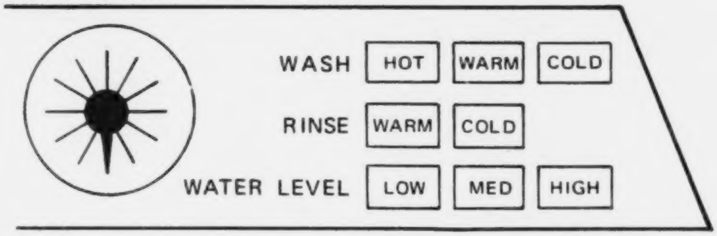
   NOTE: Inspect garments for rips and tears, missing buttons, etc.

3. Pretreat soiled ares.

   NOTE: Stains are much harder to remove or may be impossible to remove after going through the complete laundering process. Supplement 1 lists common stain removal techniques and guidelines. Assignment Sheet 2 will allow you the opportunity to determine treatments for stain removal. In addition to treatments on the handout, there are a variety of commercial products designed for pretreating.

4. Select water temperature and start wash cycle.

   FIGURE 1



   NOTE: Water temperature is important because it directly affects cleaning, wrinkling, dye stability, and fabric finish durability. (Figure 1)

5. Select detergent and other laundry aids.

   NOTE: Detergents should be added to water in the machine before the clothes. Follow the directions on the labels for other laundry aids.

6. Load clothes in machine.

   NOTE: Many experts suggest that clothing be washed inside out. This is especially important for knit fabrics to keep them from getting picked and pulled by other garment zippers, buckles, buttons, etc.

7. Dry clothes.

8. Press or iron clothes, if needed.

OBJECTIVE 3 **Name factors that affect laundry sorting groups.**

Clothes should be sorted into groups to determine further cleaning procedures. Sort drycleaning from clothes to be laundered. Sort hand washing from machine washing. Sort clothes that can be washed and dried together using the same water temperature, detergent type, and dryer temperature. The three factors that affect laundry sorting groups are:

- Color

  NOTE: White, colorfast colors, and non-colorfast colors must all be washed separately.

- Fabric and fabric finish

  NOTE: The fiber content of the fabric will be a determining factor for water temperature, detergent type, and dryer temperature.

  Example: Commonly used fibers for garments include cotton, polyester, and rayon. Commonly used fabric finishes include durable-press, flame-retardant, and stain-resistant.

- Soil type

  NOTE: Greasy or heavily soiled clothes should be laundered separately from lightly soiled garments.

OBJECTIVE 4

State the guidelines for preparing clothes for laundering.

Once the laundry has been sorted into groups, it is important to go through the clothes again to further prepare them for laundering.

- Close zippers or hooks

  NOTE: They might snag fabrics if left open.

- Empty pockets and turn them and any pants cuffs inside out
- Brush away lint and loose dirt
- Mend any rips
- Remove items that are not washable
- Sew on any loose buttons or hooks
- Tie loose ties or attached belts to prevent tangling

OBJECTIVE 5

Match types of clothes to proper wash temperatures.

To conserve energy use the coolest water temperature possible for desired results. The following chart states water temperatures generally recommended for various types of laundry.

WATER TEMPERATURES

	HOT (140°F)	WARM (100-110°F)	COLD (80°F or cooler)
TYPES OF CLOTHES	• Sturdy whites • Colorfast pastels • Heavily soiled durable press • Wash and wear • Work and active sport clothes • Diapers (should be washed alone or with other items of similar soil) • Sheets • Towels • Throw rugs	• Lightly soiled durable press • Wash and wear • Non-colorfast colors • Synthetics	• Very delicate colors and fabrics • Very lightly soiled table linens • Washable silks and wools

OBJECTIVE 6

Match laundry products to their correct descriptions.

Taking a walk down the cleaning products aisle of any supermarket will convince one that the numbers and types of laundry products are many. As manufacturers develop more synthetic fibers and fabrics, the need for various types of laundry products increases. The following laundry products are readily available for purchase.

- **All-purpose/all-temperature detergent**—Used for general laundry and normal soils
- **Bleach**—Used as a strong aid for whitening clothes, removing stains, and disinfecting

  NOTE: Both chlorine and oxygen bleaches can be purchased in liquid or powder form.
- **Cold water detergent**—Used for delicate colors, synthetics, and light soil
- **Fabric softener**—Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

  NOTE: Fabric softeners are available in liquids and saturated paper products. Check product label and appliance manufacturer's directions for correct usage.
- **Heavy duty detergent**—Used for heavily soiled clothing and hot-water washing
- **Pretreatment products**—Used to remove stains from fabrics before laundering
- **Soap**—Mild cleaning product usually made from animal fat
- **Starch**—Used to give added body to fabric and keep them clean longer

  NOTE: Starch is available in liquid, spray, or powder form. It is applied before or during ironing.

OBJECTIVE 7

Name methods of drying clothes.

After the clothes have been washed, it will be necessary to dry them properly. The typical methods used for drying clothes include the following:

- Flat drying

  NOTE: Some items, like sweaters or knits, need to be dried on a flat surface after washing to prevent shrinking and loss of shape.

- Line drying
- Machine drying

OBJECTIVE 8

Select from a list tips that will help in ironing and pressing clothing.

Even the most carefully laundered clothing sometimes needs to be pressed or ironed to help you look you best. The following tips will help you in the ironing and pressing process.

- Use a damp press cloth or spray lightly with spray starch or water for fabric requiring high-heat iron settings.
- Give the iron time to heat up or adjust to temperature setting.
- Make sure your iron has plenty of distilled water and is producing steam at steam settings.

  NOTE: Regular tap water may spot your clothing.

- Read clothing label or fabric content information to determine iron temperature setting.
- Start with clothing that requires the lowest heat iron setting.
- Take clothes out of the dryer as soon as it shuts off.

  NOTE: This helps eliminate wrinkling.

- Use a sleeve board for pressing sleeves and other hard-to-reach areas.
- Use a tailor's ham or press mitt for pressing curved areas.
- Use the tip of the iron to work in small areas.

  Examples: Around zippers and buttons, around gathers, etc.

OBJECTIVE 9

Select from a list storage tips for clothing.

Even the most properly laundered and pressed clothing will not look good if it is not stored correctly. All your work will be in vain if clothes are "hung" on the floor or piled into a chair. The following tips will help you organize your clothing storage.

- Avoid putting too many clothes into a drawer to help prevent wrinkling.
- Hang pants by the bottom of the legs to help keep creases sharp.
- Hang skirts by the waistband.

  NOTE: Special clothespin-type hangers are available to hang pants and skirts.
- Line drawers with shelf paper to prevent rough drawer bottoms from snagging clothes.
- Organize clothes by hanging similar types together or by grouping frequently worn outfits together.
- Remove belts and close garment fasteners to help the garment keep its shape while on the hanger.
- Store seasonal clothing that is not in use after it is cleaned and repaired.

  NOTE: This will give you more usable closet and drawer space.
- Store sweaters and loose-knit garments flat to help them keep their shape.
- Use drawer dividers to help keep items in place.
- Use hangers that are wide enough and strong enough for your clothing.
- Use shelf space, floor space, and wall space inside your closet for storage of shoes and other accessories.

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through tightly pulled fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water using 1 cup of dishwasher detergent.
Grease and Oil	Scrape off as much grease as possible. Rub detergent paste into stain. Lander in hot water with plenty of detergent.
Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Spray stain with hair spray and work into stain with a clean cloth or soak garment stain in rubbing alcohol. Launder garment.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.
Blood	While stain is fresh, work hydrogen peroxide or meat tenderizer into the stain. Launder in warm water. If stain persists, use a commercial blood stain remover.

Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing Gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.
Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.
Set-in-Stains	Spray stain with lubricant, such as WD 40. Then soak in Dawn dishwashing detergent. Launder.

ASSIGNMENT SHEET 1

CLOTHING CARE

D V

NAME ________________________________ SCORE ______

OBJECTIVE 10 **Determine sorted laundry loads.**

INTRODUCTION Objectives 2 and 3 deal with factors that affect laundry sorting groups. The activity and questions on this assignment sheet emphasize this area.

DIRECTIONS On the following page is a list of clothes that need to be sorted for laundering. Read the description of each item. Determine the recommended water temperature setting. Write each item in the appropriate space on the chart provided below.

WATER TEMPERATURES

HOT(140°F)	WARM (100-110°F)	COLD (80°F or cooler)

Laundry to be Sorted

Blanket, made of 100% acrylic and lightly soiled

Baby clothes, made of 100% cotton and heavily soiled

Sheets, made of 50% cotton and 50% polyester and lightly soiled

Dress shirt, made of 65% polyester and 35% cotton and heavily soiled

Towels, made of 100% cotton and heavily soiled

Jeans, made of 50% cotton and 50% polyester and heavily soiled

Tablecloth, made of 100% linen and lightly soiled

Gym socks, made of 85% acrylic and 15% nylon and heavily soiled

Bathroom rug, made of 100% nylon and moderately soiled

Sleeping bag, made of 80% polyester and 20% cotton and heavily soiled

Football jersey, made of 100% nylon and heavily soiled

Curtains, made of 100% nylon and moderately soiled

Bathing suit, made of 85% nylon and 15% spandex and lightly soiled

Pants, made of 100% polyester and lightly soiled

Beach towel, made of 100% cotton and lightly soiled

T-shirt, made of 50% cotton and 50% polyester and heavily soiled

Sweater, made of 100% wool and moderately soiled

Warmup suit, made of 100% acrylic and heavily soiled

Jacket, made of 65% polyester and 35% cotton and moderately soiled

Plaid shirt, made of 100% cotton, color "guaranteed to run" and lightly soiled

ASSIGNMENT SHEET 2	CLOTHING CARE	D V

NAME ______________________________ SCORE _______

OBJECTIVE 11 **Determine stain removal treatments.**

INTRODUCTION Objective 2 and Supplement 1 deal with the importance of pretreating stains before laundering. The questions on this assignment sheet emphasize this area.

DIRECTIONS Read the following case studies. Determine the possible stain and discuss the recommended treatment for stain removal.

1. Bruce wore his favorite jacket to the ice cream store and spilled his chocolate ice cream cone down the front of his jacket. What should he do?

   ____

   ____

   ____

   ____

2. Julie had a flat tire on the way to school. She changed the tire, but got greasy spots on her polyester pants. What procedure shall she use to treat the stain?

   ____

   ____

   ____

   ____

3. Coach Harp put the football team through quite a perspiring first-of-the-season workout. How shall the equipment manager handle this laundry problem?

   ____

   ____

   ____

   ____

4. Mr. Ellis fed his baby daughter, Amber, eggs this morning for the very first time. Amber does not like eggs! How shall Mr. Ellis pretreat his and her shirts?

5. Keith and Jana's romantic dinner for two was almost ruined when he spilled coffee on the tablecloth! How can this problem be treated?

6. Ten-month-old Joe is just learning to walk but actually spends more time crawling. He really enjoyed the outing today even though the grass was wet from the recent spring shower of rain. What should be done to treat the knees of his jeans?

7. Rudy went to bed with gum in his mouth. The next morning he discovered gum in his hair and on his pillowcase. What should he do?

ASSIGNMENT ANSWERS — CLOTHING CARE — D V

ASSIGNMENT SHEET 1

HOT	WARM	COLD
baby clothes	blanket	tablecloth
dress shirt	sheets	sweater
towels	bathroom rug	
jeans	curtains	
gym socks	bathing suit	
sleeping bag	pants	
football jersey	beach towel	
T-shirt	jacket	
warmup suit	plaid shirt	

ASSIGNMENT SHEET 2

1. Soak in cool water. Then treat with detergent paste. If chocolate stain remains, soak again in cool water. If colored stain remains, pretreat again with detergent paste and launder in water as hot as safe for the fabric.

2. Scrape off as much grease as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.

3. Pretreat perspiration stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.

4. Scrape off excess egg. Soak in cool water and then launder in hot water.

5. Pour boiling water through tightly pulled fabric where coffee stain is located. Launder in hot water.

6. Rub detergent paste onto grass stains. If necessary use a mild bleach. Launder in hot water using 1 cup of dishwasher detergent.

7. Harden gum by rubbing it with ice. Scrape off excess with dull knife.

JOB SHEET 1

CLOTHING CARE

OBJECTIVE 12

Hand wash a garment.

INTRODUCTION

As stated in objective 2, some clothes should be hand washed. Some clothing is made of delicate fabrics, such as silk, sheer nylon, lace, or wool. These should not be washed in a machine. Washing garments by hand may also be a good idea if the item is not colorfast or will fade, causing other garments in the same water to pick up the dye color.

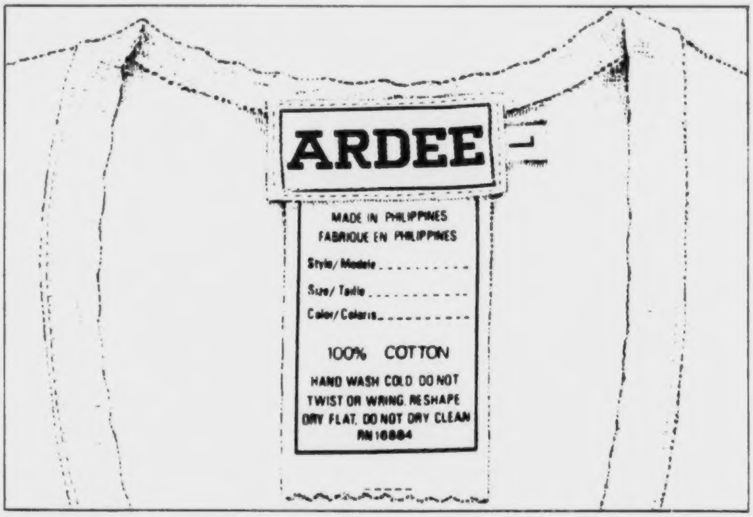
EQUIPMENT AND SUPPLIES

- Soiled garment
- Laundry products
- Clean tub or sink
- Towel(s)
- Rustproof hanger

PROCEDURE

1. Read garment's care label or end of fabric bolt for special washing instructions and warnings. (Figure 1)

FIGURE 1


ARDEE
MADE IN PHILIPPINES
FABRIQUE EN PHILIPPINES
Style/Modele
Size/Taille
Color/Coloris
100% COTTON
HAND WASH COLD DO NOT TWIST OR WRING. RESHAPE DRY FLAT. DO NOT DRY CLEAN
RN 16884

2. Select a proper cleaning product that is safe to use on the garment.

3. Remove any nonwashable trims or buttons.

   Examples: Leather, suede, or wooden buttons.

4. Pretreat any stains according to Supplement 1.
5. Fill tub or sink with the correct temperature of water for the fabric and the cleaning product.
6. Add cleaning product to water. Let dissolve completely.
7. Immerse garment into water.
8. Soak for 5 to 30 minutes, depending on the amount of soil to be removed.
9. Gently squeeze the sudsy water through the garment.
10. Drain the wash water and add clean water.
11. Rinse the garment thoroughly two times.
12. Squeeze excess water from garment.

    NOTE: Do not twist or wring!

13. Lay the garment on a thick absorbent towel.
14. Roll up towel tightly with garment inside to further remove excess water.
15. Dry the garment.
    a. Lay it flat on another clean towel.

       OR

    b. Hang it on a rustproof hanger over a bathtub or shower to catch the water drips.

       OR

    c. Tumble dry gently in a dryer at low heat if the care label suggests this method.
16. Have your instructor evaluate your work.
17. Clean up your area and put away equipment and supplies.

PRACTICAL TEST 1

CLOTHING CARE

D V

JOB SHEET 1

Hand wash a garment.

STUDENT'S NAME ____________________ DATE ________

EVALUATOR'S NAME __________________ ATTEMPT NO. _

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Read the garment's care label.	_____	_____
2. Selected a proper cleaning product.	_____	_____
3. Removed any nonwashable items.	_____	_____
4. Pretreated any stains.	_____	_____
5. Used correct water temperature.	_____	_____
6. Added cleaning product to water before adding garment.	_____	
7. Immersed garment into water.	_____	_____
8. Soaked for 5 to 30 minutes.	_____	_____
9. Gently squeezed wash water through garment.	_____	_____
10. Drained wash water and added clean water.	_____	_____
11. Rinsed the garment two times.	_____	_____
12. Squeezed excess water from garment.	_____	_____
13. Laid garment on towel.	_____	_____
14. Rolled up garment inside towel.	_____	_____
15. Dried garment.	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Handwashing Preparation	Read label, selected proper cleaning product, removed nonwashable items, pretreated stains	Read label, selected proper cleaning product, did not remove nonwashable items, pretreated stains	Read label, selected improper cleaning product, removed nonwashable items, pretreated stains	Read label, selected proper cleaning product, removed nonwashable items, did not pretreat stains
	4	3	2	1
Washing	Used correct water temperature, added cleaning product before garment, soaked 5 to 30 minutes, squeezed sudsy water through garment	Used correct water temperature, added garment before cleaning product, soaked 5 to 30 minutes, squeezed water through garment	Used correct water temperature, added cleaning product before garment, soaked 5 to 30 minutes, twisted or wrung garment while washing	Used incorrect water temperature, added cleaning product before garment, soaked 5 to 30 minutes, squeezed sudsy water through garment
	4	3	2	1
Rinsing and Drying	Rinsed garment two times, squeezed excess water from garment, dried properly	Rinsed garment two times, squeezed excess water from garment, dried improperly	Rinsed garment two times, twisted garment to remove excess water, dried improperly	Rinsed garment one time, twisted garment to remove excess water, dried improperly

EVALUATOR'S COMMENTS

____

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skills—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

CLOTHING CARE

D V

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with clothing care to their correct definition. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Finish applied by fabric manufacturer to help resist wrinkling

___ 2. White clothes that can stand up to heavy-duty detergent, strong bleaches, and other cleaning products

___ 3. Finish applied by fabric manufacturer to help fabric recover from wrinkling

___ 4. Mixture of cleaning product and a small amount of water to make a "paste-like" consistency; used in stain removal

___ 5. Finish applied by fabric manufacturer to keep fabric from burning

___ 6. Finish applied by fabric manufacturer to help keep fabric from absorbing "stain-threatening" solutions

___ 7. Fabrics capable of being cleaned or washed without the color fading or "running"

___ 8. Process of cleaning with chemicals rather than with detergent and water

___ 9. Fabrics that contain colors that fade or "run" during cleaning or washing

a. Acrylic

b. Colorfast

c. Delicates

d. Detergent paste

e. Dry clean

f. Durable press

g. Flame retardant

h. Non-colorfast

i. Nylon

j. Polyester

k. Polyester and cotton blend

l. Pretreating

m. Silk

n. Stain resistant

o. Sturdy whites

p. Synthetics

q. Wash and wear

r. Wools

___10. Clothing made from fine fibers or weaves that require extra gentle care

___11. Step taken before laundering garment so heavy soils or spots will be removed during the actual washing

___12. Fabrics made from manufactured chemicals

OBJECTIVE 2 **Arrange in order laundry steps.** Write the correct numbers in the blanks.

____Pretreat soiled areas

____Load clothes in machine

____Sort clothes

____Select water temperature and start wash cycle

____Dry clothes

____Repair clothes

____Select detergent and other laundry aids

____Press or iron clothes

OBJECTIVE 3 **Name factors that affect laundry sorting groups.**

OBJECTIVE 4 **State three guidelines for preparing clothes for laundering.**

OBJECTIVE 5

Match types of clothes to proper wash temperatures. Write the correct letters in the blanks. Letters may be used more than once.

___ 1. Sturdy whites

___ 2. Non-colorfast colors

___ 3. Colorfast pastels

___ 4. Heavily soiled durable press

___ 5. Washable silks and wools

___ 6. Synthetics

___ 7. Lightly soiled durable press

___ 8. Work and active sport clothes

___ 9. Wash and wear

___ 10. Very lightly soiled table linens

___ 11. Very delicate colors and fabrics

___ 12. Sheets

___ 13. Throw rugs

___ 14. Towels

___ 15. Diapers

a. Hot (140 °F)

b. Warm (100-110 °F)

c. Cold (80 °F or cooler)

OBJECTIVE 6

Match laundry products to their correct descriptions. Write the correct letters in the blanks.

____1. Used for delicate colors, synthetics, and light soil

____2. Used to remove stains from fabrics before laundering

____3. Used for general laundry and normal soils

____4. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

____5. Mild cleaning product usually made from animal fat

____6. Used as a strong aid for whitening clothes, removing stains, and disinfecting

____7. Used for heavily soiled clothing and hot-water washing

____8. Used to give added body to fabrics and keep them clean longer

a. All-purpose/all-temperature detergent

b. Bleach

c. Bluing

d. Cold water detergent

e. Fabric softener

f. Heavy duty detergent

g. Laundry sanitizer

h. Pretreatment products

i. Soap

j. Solvent

k. Starch

l. Water conditioner

OBJECTIVE 7

Name methods of drying clothes.

____

____

____

OBJECTIVE 8

Select from the following list tips that will help in ironing and pressing clothing. Write an "X" in the blank before each correct answer.

____1. Over dry clothes in the dryer.

____2. Use a damp press cloth or spray lightly with spray starch or water for fabric requiring high-heat iron settings.

___ 3. Use the iron immediately after adjusting the temperature setting.

___ 4. Make sure your iron has plenty of distilled water and is producing steam at steam settings.

___ 5. Read clothing labels or fabric content to determine iron temperature setting.

___ 6. Start with clothing that requires the highest heat iron setting.

___ 7. Leave clothes in the dryer for a few minutes after it shuts off.

___ 8. Use a sleeve board for pressing sleeves and hard-to-reach areas.

___ 9. Use a tailor's ham or press mitt for pressing curved areas.

__ 10. Use the tip of the iron to work in small areas.

OBJECTIVE 9

Select from the following list storage tips for clothing. Write an "X" in the blank before each correct answer.

___ 1. Avoid putting too many clothes into a drawer to help prevent wrinkling.

___ 2. Hang pants by the waistband.

___ 3. Hang skirts by the bottom hem.

___ 4. Line drawers with shelf paper to prevent rough drawer bottoms from snagging clothes.

___ 5. Organize your clothes by hanging similar types together or by grouping together frequently worn outfits.

___ 6. Leave fasteners open.

___ 7. Store seasonal clothing that is not in use after it is cleaned and repaired.

___ 8. Store sweaters and loose-knit garments on hangers.

___ 9. Use drawer dividers to help keep items in place.

__ 10. Use hangers that are wide enough and strong enough for your clothing.

__ 11. Use shelf space, floor space, and wall space inside your closet for storage of shoes and other accessories.

NOTICE The following assignment sheets and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Determine sorted laundry loads.** SCORE _____

OBJECTIVE 11 **Determine treatments for stain removals.** SCORE _____

OBJECTIVE 12 **Demonstrate the ability to hand wash a garment.** RATING ___

OBJECTIVE 1

1. f
2. o
3. q
4. d
5. g
6. n
7. b
8. e
9. h
10. c
11. l
12. p

OBJECTIVE 2

3, 6, 1, 4, 7, 2, 5, 8

OBJECTIVE 3

- Color
- Fabric and fabric finish
- Soil type

OBJECTIVE 4

Any three of the following are acceptable

- Close zippers or hooks
- Empty pockets and turn them and any pants cuffs inside out
- Brush away lint and loose dirt
- Mend any rips
- Remove items that are not washable
- Sew on any loose buttons or hooks
- Tie loose ties or attached belts to prevent tangling

OBJECTIVE 5

1. a
2. b
3. a
4. a
5. c
6. b
7. b
8. a
9. a, b
10. c
11. c
12. a
13. a
14. a
15. a

OBJECTIVE 6

1. d
2. h
3. a
4. e
5. i
6. b
7. f
8. k

OBJECTIVE 7

- Flat drying
- Line drying
- Machine drying

OBJECTIVE 8

2, 4, 5, 8, 9, 10

OBJECTIVE 9

1, 4, 5, 7, 9, 10, 11

OBJECTIVE 10

Refer to answers to Assignment Sheet 1.

OBJECTIVE 11

Refer to answers to Assignment Sheet 2.

OBJECTIVE 12

Refer to practical test for Job Sheet 1.

OBJECTIVE SHEET

CONSUMER AWARENESS

E I

INTRODUCTION

Consumers of all ages need to be aware of what they can and cannot expect when they make a purchase. Being a responsible consumer requires gaining knowledge and developing certain skills relating to consumer issues.

UNIT OBJECTIVE

After completing this unit, the student should be able to be a responsible consumer. The student will show this competency by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with consumer awareness to their correct definitions.
2. Describe responsible consumers.
3. Distinguish between consumer rights and responsibilities.
4. Arrange in order the steps to effective shopping.
5. Name sources of consumer information.
6. Match types of advertising to their correct descriptions.
7. Match types of retail stores to their correct descriptions.
8. Determine consumer activities. (Assignment Sheet 1)
9. Distinguish between types of advertising. (Assignment Sheet 2)
10. Compare types of retail stores. (Assignment Sheet 3)

PREPARATION

- Invite local merchants, Better Business Bureau employee, representative from consumer affairs department, or a homemaker to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Discuss how teenagers influence the economy by purchasing clothing fads, grooming aids, entertainment, and the like.
- Ask students to keep a log or diary of activities for one day. Use this to identify ways they are consumers. What goods and services did they consume during this period?

Objectives 3 and 4

- Sponsor an FHA/HERO poster contest on "Consumer Rights and Responsibilities."
- Work with the English teacher to combine your classes for a writing project on a consumer problem. You could teach consumer rights and responsibilities. The English teacher could teach effective letter writing. Then ask all students to compose their own letters of complaint to be reviewed in class the next day. Send the letters to the appropriate source.
- Invite homemaker to speak to the class on the results of using effective shopping techniques.
- Show the students how to determine unit price.

  1. Divide the cost of the item by the weight (reduced to ounces)
  2. Round answer to the nearest tenth
  3. Multiply your answer by the number of ounces in a pound (16) or in a quart (32)

  Then develop a list of products and have the students figure out the unit price and determine the better buy and the savings.

Example: Can of soda

A. 12 ounces costs 60¢
.60 divided by 12 = 5
5 times 16 ounces = 8.0
Unit Price = 8¢ per ounce

B. 32 ounces costs $1.79
1.79 divided by 32 = 5.59
(round off to 5.6)
5.6 times 16 ounces = 8.9¢
Unit Price = 8.9¢ per ounce

The Better Buy is Item A

The Savings is .9¢ per ounce

Objectives 5 through 7

- Have students count number of ads in the first twenty pages of any teen magazine to emphasize their impact on the economy.
- Have students develop a list of advertising slogans and jingles. Discuss their impacts on product popularity.

  Examples: "Coke" is it!
  "Snickers" satisfies you!
- Have students read label to discover the name of the product, name and address of the company, etc.
- Invite local merchants to speak on how they utilize advertising and discuss its effectiveness.
- Ask Better Business Bureau employee or representative from consumer affairs department to discuss store ratings and consumer complaints.

APPLICATION

Objectives 8 through 10

- Use Assignment Sheet 1 to give students practice in determining consumer activities.
- Use Assignment Sheet 2 to give students practice in distinguishing between types of advertising.
- Use Assignment Sheet 3 to give students practice in comparing types of retail stores.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

- Evaluate students on assignment sheet activities, if not previously done.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Kelly, Joan and Eubanks, Eddy. *Today's Teen.* Mission Hills, California: Glencoe Publishing Company, 1988.

- Parnell, Frances. *Homemaking Skills for Everyday Living.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.

- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

CONSUMER AWARENESS

E I

OBJECTIVE 1

1. b
2. g
3. f
4. i
5. d
6. c

OBJECTIVE 2

Responsible consumers are conscious of their role in the use of goods and services and recognize and utilize their consumer rights and responsibilities.

OBJECTIVE 3

2, 5, 7, 9

OBJECTIVE 4

2, 4, 1, 3

OBJECTIVE 5

- Advertising
- Hang tags and labels
- Testings and ratings
- Written warranties

OBJECTIVE 6

1. c
2. e
3. b

OBJECTIVE 7

1. a
2. j
3. d
4. g
5. e

OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.
OBJECTIVE 10	Refer to answers to Assignment Sheet 3.

CONSUMER AWARENESS

NAME ______________________ SCORE ________

OBJECTIVE I

Match terms associated with consumer awareness to their correct definitions. Write the correct letters in the blanks.

___ 1. Anyone who uses goods and services

___ 2. Possessions used to reach goals

___ 3. To make a wrong "right"

___ 4. Actions performed for a consumer by an organization or a person

___ 5. Material possessions to buy and use

___ 6. The study of the consumer in the marketplace

a. Advertising

b. Consumer

c. Consumer education

d. Goods

e. Manufacturers

f. Redress

g. Resources

h. Retail stores

i. Services

OBJECTIVE 2

Describe responsible consumers.

____

____

____

____

____

____

____

____

____

OBJECTIVE 3

Distinguish between consumer rights and responsibilities. Write an "X" in the blank before each consumer responsibility.

_____1. To be informed

_____2. To seek and use information

_____3. To safety

_____4. To consumer education

_____5. To follow directions

_____6. To be heard

_____7. To make intelligent choices

_____8. To redress

_____9. To make legitimate choices

_____10. To choose

OBJECTIVE 4

Arrange in order the steps to effective shopping. Write the correct numbers in the blanks.

_____Know when to buy

_____Examine before you buy

_____Plan your purchases

_____Know where to buy

OBJECTIVE 5

Name four sources of consumer information.

____

____

____

____

____

OBJECTIVE 6

Match types of advertising to their correct descriptions.
Write the correct letters in the blanks.

___ 1. Advertising that gives information and appeals to a person's intellect

___ 2. Advertising that gives informtion that is not completely truthful

___ 3. Advertising that gives good information and appeals to a person's emotions

a. Appealing and fancy

b. Attractive and factual

c. Factual

d. Fictional

e. Misleading

OBJECTIVE 7

Match types of retail stores to their correct descriptions.
Write the correct letters in the blanks.

___ 1. Stores that carry a wide variety of items; prices are usually higher because of increased customer services

___ 2. Stores that carry a wide variety of items; prices are usually lowest and stores offer very few customer services; a membership card is required for entrance into the store

___ 3. Businesses that distribute catalogs that show pictures of items customers may order through the mail; prices and quality may vary

___ 4. Stores that carry a wide variety of items; prices are usually lower because of reduced customer service

___ 5. Stores that carry only a specific type of item; prices vary according to customer services and volume of sales

a. Department stores

b. Door-to-door sales

c. Garage sales stores

d. Mail-order houses

e. Specialty stores

f. Consignment stores

g. Discount stores

h. Flea markets

i. Neighborhood stores

j. Membership stores

NOTICE	In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.	
OBJECTIVE 8	**Determine consumer activities.**	SCORE_____
OBJECTIVE 9	**Distinguish between types of advertising.**	SCORE_____
OBJECTIVE 10	**Compare types of retail stores.**	SCORE_____

INFORMATION SHEET — CONSUMER AWARENESS — E I

OBJECTIVE 1

Match terms associated with consumer awareness to their correct definitions.

- **Consumer**—Anyone who uses goods and services
- **Consumer education**—The study of the consumer in the marketplace
- **Goods**—Material possessions to buy and use

  Examples: Clothing, tapes, cars, magazines, jewelry, sports equipment, and food

- **Redress** —To make a wrong "right"
- **Resources**—Possessions used to reach goals

  Examples: Time, energy, skills, abilities, talents, knowledge, money, other people and community facilities such as shopping malls, libraries, parks, etc.

- **Services**—Actions performed for a consumer by an organization or a person

  Examples: Haircut, dry cleaning, dental work, child care, auto repair, movies and concerts; customer services including such things as lay-away, check cashing, credit purchases.

OBJECTIVE 2

Describe responsible consumers.

Assignment Sheet 1 will allow you to determine different consumer activities. Responsible consumers are conscious of their role in the use of goods and services and recognize and utilize their consumer rights and responsibilities.

OBJECTIVE 3

Distinguish between consumer rights and responsibilities.

The "Consumer Bill of Rights" was introduced in 1962 by President John F. Kennedy. Other "rights" were later added by President Richard M. Nixon and President Gerald Ford. They include the following:

RIGHTS

- To safety

  NOTE: Unsafe or unhealthy products cannot be sold.

- To be informed

  NOTE: Consumers have the right to get all the information needed about a product before purchasing.

- To choose

  NOTE: Consumers have the right to compare products before making a final choice.

- To be heard

  NOTE: Consumers can express their satisfaction or dissatisfaction with goods or services.

- To redress

  NOTE: Consumers can expect for a wrong to be corrected or made right.

- To consumer education

  NOTE: Consumers can receive education about their consumer rights.

With every right comes a responsibility. They include the following:

RESPONSIBILITIES

- To seek and use information

  NOTE: Responsible consumers obtain information before buying goods and services.

- To make intelligent choices

  NOTE: Responsible consumers buy wisely.

- To follow directions

  NOTE: Responsible consumers use and care for products according to the manufacturer's instructions.

- To make legitimate complaints

NOTE: Responsible consumers voice their dissatisfaction through the appropriate channels.

Example:	A faulty item is returned to store where it was purchased. If action is not taken by the merchant, write a letter to the manufacturer.

OBJECTIVE 4

Arrange in order the steps to effective shopping.

Regardless of their resources, responsible consumers realize it pays to plan their purchases.

1. Plan your purchases

   NOTE: This means spending time researching and analyzing the service's or product's advertisements.

2. Know when to buy

   NOTE: Timing your purchases can save you money.

3. Know where to buy

   NOTE: Different types of stores offer various prices, services, and consumer policies.

4. Examine before you buy

   NOTE: Consider the price, quality, and extended services offered by the store or the product manufacturer.

OBJECTIVE 5

Name sources of consumer information.

When responsible consumers plan their purchases, there are several sources of information they will need to research and analyze:

- Advertising

  NOTE: Remember that the sole purpose of advertising is to help sell the good or service.

- Hang tags and labels

  NOTE: These provide use and care facts that can be helpful to the consumer.

- Testings and ratings

NOTE: Consumer information reports and government publications offer unbiased information about different goods and services.

- Written warranties

NOTE: Guarantees from the seller or the manufacturer offer assistance to the consumer when there is a problem.

OBJECTIVE 6

Match types of advertising to their descriptions.

Since advertising's sole purpose is to help sell goods and services, advertising personnel know that different types of advertising influence different types of people. Consumer experts categorize all advertising into three major divisions. Assignment Sheet 2 allows you to distinguish between these types of advertising.

- **Attractive and factual**—Advertising that gives good information and appeals to a person's emotions
- **Factual**—Advertising that gives good information and appeals to a person's intellect
- **Misleading**—Advertising that gives information that is not completely truthful

OBJECTIVE 7

Match types of retail stores to their descriptions.

There are many places to shop. Each has advantages and disadvantages. Assignment Sheet 3 allows you to compare these types of retail stores.

- **Discount stores**—Stores that carry a wide variety of items; prices are usually lower because of reduced customer services
- **Department stores**—Stores that carry a wide variety of items; prices are usually higher because of increased customer services
- **Mail-order houses**—Businesses that distribute catalogs that show pictures of items customers may order through the mail; prices and quality may vary
- **Membership stores**—Stores that carry a wide variety of items; prices are usually lowest and the stores offer very few customer services; a membership card is required for entrance into the store

- **Specialty stores**—Stores that carry only a specific type of item; prices vary according to customer services and volume of sales

NAME ______________________ SCORE ______

OBJECTIVE 8 **Determine consumer activities.**

INTRODUCTION Objectives 1 and 2 in this unit deal with consumers using goods and services. The questions on this assignment sheet emphasize this area.

DIRECTIONS Read each of the following situations. Determine the consumers and the goods and services that are being consumed.

1. A woman hires a child care worker for her children. She goes to a local shopping mall and drops off some clothes at the dry cleaners. Then she purchases two new articles of clothing at a retail store.

   Who is the consumer? ______________________

   What goods and services are being consumed? __________

   ____

2. A local specialty store hires a gardener to landscape the property. The gardener goes to a local greenhouse to purchase plants and seeds.

   Who are the consumers? ______________________

   What goods and services are being consumed? __________

   ____

3. A friend asks you to give him a ride home from school and then help him with his homework.

   Who is the consumer? ______________________

   What goods and services are being consumed? __________

   ____

4. You prepare dinner for your family. While you are cooking, your mother does your laundry and your sister fixes your car.

   Who are the consumers? ________________________

   What goods and services are each consuming? __________

   ____

   ____

ASSIGNMENT SHEET 2

CONSUMER AWARENESS

E I

NAME ______________________________ SCORE _______

OBJECTIVE 9

Distinguish between types of advertising.

INTRODUCTION

Objectives 5 and 6 deal with the types and purposes of advertising. The activity on this assignment sheet emphasizes this area.

DIRECTIONS

Find three advertisements that are attractive and factual, three advertisements that are just factual, and three advertisements that are misleading. Your advertisements can come from magazines, newspapers, or television. If you choose magazines or newspapers, turn in your advertisement with your paper. If you choose television ads, write a short description of each ad to submit to your teacher.

With each ad, include a written explanation of why the ad is attractive and factual, factual, or misleading. Also tell whether or not you like the ad and why or why not. State whether or not you think the ad is effective and why.

NAME ______________________________ SCORE ______

OBJECTIVE 10 **Compare types of retail stores.**

INTRODUCTION Objectives 4 and 7 deal with different types of retail stores and their differences in prices and services. The activity on this assignment sheet emphasizes these areas.

DIRECTIONS Select an item you either need or want to purchase and go on a comparison shopping spree.

Examples: Jeans, billfold, jewelry

Use the following chart to record your findings.

Item to purchase ______________________________

Type of Store	Advantages	Disadvantages
Discount Store Store Name __________ __________ Price __________		
Department Store Store Name __________ __________ Price __________		
Mail-order House Name __________ __________ Price __________		
Membership Store Store Name __________ __________ Price __________		
Specialty Store Store Name __________ __________ Price __________		

ASSIGNMENT ANSWERS — CONSUMER AWARENESS — E I

ASSIGNMENT SHEET 1

1. **Consumer**—The woman

   Goods and services—Child care worker, dry cleaners, articles of clothing

2. **Consumers**—The specialty store and the gardener

   Goods and services—Landscaping services, plants, seeds

3. **Consumer**—The friend

   Goods and services—Transportation services, tutoring services

4. **Consumers**—You, your mother, your sister

   Goods and services—You are consuming laundry and auto repair services, your mother and sister are consuming your dinner preparation services, you all will be consuming the food

ASSIGNMENT SHEET 2

Use the following criteria for student evaluation

- The three attractive and factual advertisements should give good information and appeal to a person's emotions. The written explanations should tell why they are attractive and factual.
- The three factual advertisements should give good information and appeal to a person's intellect. The written explanations should tell why they are factual.
- The misleading advertisements should give information that is not completely truthful. The written explanations should tell why they are misleading.

ASSIGNMENT SHEET 3

Use the following criteria for student evaluation

- The item to purchase should be listed in the blank provided.
- The store names should be ones that are of the type identified. The discount store should be one that carries a wide variety of items and has reduced customer services. The department store should be one that carries a wide

variety of items and has increased customer services. The mail-order house should be one that publishes a catalog that shows pictures of items for purchase. The membership store should be one that requires a card for entrance, offers a wide variety of items, and few customer services. The specialty store should be one that offers a specific type of item.

- Each store type should list a price for the item.
- Advantages could include such things as offering a wide variety of items, lower prices, various customer services, and high quality of goods and services.
- Disadvantages could include such things as offering a limited variety of items, higher prices, limited customer services, and low quality of goods and services.

WRITTEN TEST

CONSUMER AWARENESS

E I

NAME ________________________ SCORE ______

OBJECTIVE 1

Match terms associated with consumer awareness to their correct definitions. Write the correct letters in the blanks.

___ 1. Actions performed for a consumer by an organization or a person

___ 2. Anyone who uses goods and services

___ 3. Material possessions to buy and use

___ 4. Possessions used to reach goals

___ 5. The study of the consumer in the marketplace

___ 6. To make a wrong "right"

a. Consumer

b. Services

c. Goods

d. Redress

e. Manufacturers

f. Consumer education

g. Advertising

h. Retail stores

i. Resources

OBJECTIVE 2

Describe responsible consumers.

____

____

____

____

____

____

____

____

OBJECTIVE 3

Distinguish between consumer rights and responsibilities. Write an "X" in the space before each consumer right.

_____1. To be heard

_____2. To be informed

_____3. To choose

_____4. To consumer education

_____5. To follow directions

_____6. To make intelligent choices

_____7. To make legitimate complaints

_____8. To redress

_____9. To safety

____10. To seek and use information

OBJECTIVE 4

Arrange in order the steps to effective shopping. Write the correct numbers in the blanks.

_____Examine before you buy

_____Know when to buy

_____Know where to buy

_____Plan your purchases

OBJECTIVE 5

Name four sources of consumer information.

____

____

____

____

____

____

OBJECTIVE 6

Match types of advertising to their correct descriptions.
Write the correct letters in the blanks.

___ 1. Advertising that gives good information and appeals to a person's emotions

___ 2. Advertising that gives good information and appeals to a person's intellect

___ 3. Advertising that gives information that is not completely truthful

a. Appealing and fancy
b. Factual
c. Fictional
d. Attractive and factual
e. Misleading

OBJECTIVE 7

Match types of retail stores to their correct descriptions.
Write the correct letters in the blanks.

___ 1. Businesses that distribute catalogs that show pictures of items customers may order through the mail; prices and quality may vary

___ 2. Stores that carry a wide variety of items; prices are usually higher because of increased customer services

___ 3. Stores that carry a wide variety of items; prices are usually lower because of reduced customer services

___ 4. Stores that carry a wide variety of items; prices are usually lowest and the stores offer very few customer services; a membership card is required for entrance into the store

___ 5. Stores that carry only a specific type of item; prices vary according to customer services and volume of sales

a. Consignment stores
b. Department stores
c. Discount stores
d. Door-to-door sales
e. Flea markets
f. Garage sales stores
g. Neighborhood stores
h. Mail-order houses
i. Membership stores
j. Specialty stores

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Determine consumer activities.** SCORE_____

OBJECTIVE 9 **Distinguish between types of advertising.** SCORE_____

OBJECTIVE 10 **Compare types of retail stores.** SCORE_____

OBJECTIVE 1

1. b
2. a
3. c
4. i
5. f
6. d

OBJECTIVE 2

Responsible consumers are conscious of their role in the use of goods and services and recognize and utilize their consumer rights and responsibilities

OBJECTIVE 3

1, 2, 3, 4, 8, 9

OBJECTIVE 4

4, 2, 3, 1

OBJECTIVE 5

- Advertising
- Hang tags and labels
- Testings and ratings
- Written warranties

OBJECTIVE 6

1. d
2. b
3. e

OBJECTIVE 7

1. h
2. b
3. c
4. i
5. j

OBJECTIVE 8 Refer to answers to Assignment Sheet 1.

OBJECTIVE 9 Refer to answers to Assignment Sheet 2.

OBJECTIVE 10 Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

CONSUMER DECISION-MAKING

E II

INTRODUCTION

Making decisions about how to spend your money can be very complicated. Just thinking about how to best spend your money can sometimes be very stressful. It is therefore important to know how to make wise decisions so you can better manage your money and be able to make purchases to satisfy your needs and wants.

UNIT OBJECTIVE

After completing this unit, the student should be able to use the decision-making planning process to better manage personal income. The student will demonstrate this competency by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with consumer decision-making to their correct definitions.
2. Match types of personal income to their correct definitions.
3. Match sources of personal income to their correct definitions.
4. Name factors that influence use of personal income.
5. State the goal of a personal income management plan.
6. Arrange in order the steps in the decision-making planning process.
7. Arrange in order the steps to making a personal savings plan.
8. Use the decision-making planning process. (Assignment Sheet 1)
9. Determine personal values of others. (Assignment Sheet 2)
10. Distinguish between values and goals. (Assignment Sheet 3)
11. Distinguish between needs and wants. (Assignment Sheet 4)
12. Make a budget. (Assignment Sheet 5)

PREPARATION

- Invite a resource person to report on a hobby that became a money-making project.
- Invite a homeowner to speak to the class.

  NOTE: Provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 4

- Make a chart on chalkboard with these categories:

  Recreation/Entertainment

  Contributions/Gifts

  Hobbies

  School Expenses

  Snacks and Treats

  Savings

  Clothing

Ask students to recall items purchased for a certain period of time such as one or two weeks. Classify the items. On what category did they spend money most frequently? Were items for the most part goods or services? Were the items needs or wants?

- Prepare flash cards with items on one side and definitions on the opposite side to help teach Objectives 1 through 3.
- List ten electrical items on the chalkboard. Tell students to pretend there is a power shortage and they must leave home for a safe place. Only three of the items can be taken. What three would each choose? What would these choices tell about their individual values?
- Have students make a collage of personal goals or personal values.
- Brainstorm with students on ways teenagers can earn money.

- Invite a resource person to report on a hobby that became a money-making project.
- Cite examples of how care and maintenance of the following items can be sources of income: grooming supplies, clothing, tapes, bicycles.
- Plan for each student to bring or wear an item which was acquired by a swap, gift, or hand-down. Share with class how it is a source of real income.
- Have students list wants and needs they had when they were very young and wants and needs they have now. Discuss how needs change over time and why.
- Have students list three of their short-term goals and three of their long-term goals. Discuss how goals are influenced by values.
- Have students pretend they have lost all their clothing in a fire. The insurance settlement will give them $500.00 to replace the items. Have the students list the items and prices of what they would purchase. Discuss factors they considered in choosing the items and how their values are reflected in their choices.
- Distribute Activity Sheet 1—"What Makes People Tick."

Objectives 5 through 7

- Brainstorm on "What People Save." List additional things that teenagers might save.

  Examples: Money, energy, odds and ends, natural resources

- Have students discuss or react to one or several of the following statements.

  "A penny saved is a penny earned."

  "Dig a well before you are thirsty."

  "He that buys what he does not want will soon want what he cannot buy."

  "Money is a good servant but a bad master."

  "Money is a guarantee that we may have what we want in the future."

  "Of saving cometh having."

"Money is like an arm or a leg—use it or lose it."

- Have students bring to class an item considered to be the biggest waste of money. Determine how these mistakes can be avoided using the decision-making planning process.
- Read the following story to the students. Then discuss which character they admire most and why, how important it is to save and the reasons they have heard people give for saving.

  Once there was a grasshopper and some ants. The ants spent all summer and fall collecting food which they placed in secure hideouts. The grasshopper played all day long and laughed as he watched the ants work hard saving food for the winter. When the long winter set in, the ants had enough food to last them through the spring. They had plenty to eat. The grasshopper, however, slowly starved to death wishing he hadn't wasted his time laughing and playing.
- Invite a homeowner to speak to the class on the cost of living on your own and how a household budget is necessary for home management.

APPLICATION

Objectives 8 through 12

- Use Assignment Sheet 1 to give students practice in using the decision-making planning process.
- Use Assignment Sheet 2 to give students practice in determining personal values of others.
- Use Assignment Sheet 3 to give students practice in distinguishing between values and goals.
- Use Assignment Sheet 4 to give students practice in distinguishing between needs and wants.
- Use Assignment Sheet 5 to give students practice in making a budget.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Campbell, Sally. *The Confident Consumer*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1988.
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- Parnell, Frances. *Homemaking Skills for Everyday Living*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.
- Sawatzky, Joyce, *Home Economics I*, rev. ed., Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- Thompson, Patricia and Faiola-Priest, Theodora. *Lifeplans*. Cincinnati, Ohio: South-Western Publishing Co., 1987.

PRETEST ANSWERS

CONSUMER DECISION-MAKING

E II

OBJECTIVE 1

1. k
2. g
3. o
4. e
5. q
6. r
7. j
8. n
9. a
10. i
11. l

OBJECTIVE 2

1. b
2. f
3. a
4. e

OBJECTIVE 3

1. g
2. f
3. d
4. h
5. a

OBJECTIVE 4

Answer should include any five of the following

- Ability to use the decision-making planning process
- Amount of income
- Community
- Expenses
- Family and friends
- Goals

	• Needs • Resources • Values • Wants
OBJECTIVE 5	The goal of a personal income management plan is to manage personal resources (time, money, talents) to satisfy needs and make progress toward goals.
OBJECTIVE 6	4, 5, 1, 3, 2
OBJECTIVE 7	2, 3, 1, 4
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.
OBJECTIVE 10	Refer to answers to Assignment Sheet 3.
OBJECTIVE 11	Refer to answers to Assignment Sheet 4.
OBJECTIVE 12	Refer to answers to Assignment Sheet 5.

PRETEST

CONSUMER DECISION-MAKING

E II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with consumer decision-making to their correct definitions. Write the correct letters in the blanks.

___ 1. Ideas, beliefs and feelings that are important to us and influence what we do

___ 2. Expenses that you may choose to have

___ 3. Money you have for expenses and savings

___ 4. Items one is unable to live without

___ 5. Money spent for goods and services

___ 6. Goals that may take only a day or week to obtain

___ 7. The things a person wants to attain

___ 8. Expenses for which you have already made commitments

___ 9. Goals that may take weeks, months, or years to attain

___ 10. A plan for the use of money

___ 11. Money set aside for future use

a. Long-term goals

b. Wage

c. Decision-making

d. Barter

e. Needs

f. Gift

g. Flexible expenses

h. Money

i. Budget

j. Goals

k. Values

l. Savings

m. Dole

n. Fixed expenses

o. Income

p. Allowance

q. Expenses

r. Short-term goals

OBJECTIVE 2

Match types of personal income to their correct definitions.
Write the correct letters in the blanks.

____1. Actual dollars and cents derived from a variety of possible sources
____2. Income which is a definite set amount that will be received for a long time
____3. Income which varies in amount and has no definite period of time in which it will be received
____4. Goods and services one produces for own use or receives in exchange for work.

a. Flexible income
b. Money
c. Allowance
d. Gift
e. Non-money income
f. Fixed income

OBJECTIVE 3

Match sources of personal income to their correct definitions.
Write the correct letters in the blanks.

____1. Goods and services obtained by trading
____2. Income received in exchange for employment
____3. Definite amount of money which is received on a regular schedule; usually from the family income
____4. Money given from the family income when asked for
____5. Present of money, goods, or services

a. Gift
b. Expenses
c. Goals
d. Allowance
e. Budget
f. Wage
g. Barter
h. Dole

OBJECTIVE 4

Name five factors that influence use of personal income.

____

____

____

____

____

OBJECTIVE 5 **State the goal of a personal income management plan.**

____

____

____

OBJECTIVE 6 **Arrange in order the steps in the decision-making planning process.** Write the correct numbers in the blanks.

___ Act on the plan

___ Analyze what happened

___ Identify concerns

___ Form a plan

___ Set your goal

OBJECTIVE 7 **Arrange in order the steps to making a personal savings plan.** Write the correct numbers in the blanks.

___ Analyze your budget

___ Decide how much you can save each week

___ Write down the cost and item for which you will be saving

___ Divide the total amount of money you need by the amount you will save each week to find out how many weeks you will need to save

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 8 **Use the decision-making planning process.** SCORE ____

OBJECTIVE 9 **Determine the personal values of others.** SCORE ____

OBJECTIVE 10 **Distinguish between values and goals.** SCORE ____

OBJECTIVE 11 **Distinguish between needs and wants.** SCORE ____

OBJECTIVE 12 **Make a budget.** SCORE ____

CONSUMER DECISION-MAKING

OBJECTIVE 1

Match terms associated with consumer decision-making to their correct definitions.

- **Budget**—A plan for the use of money
- **Expenses**—Money spent for goods and services
- **Fixed expenses**—Expenses for which you have already made commitments
- **Flexible expenses**—Expenses that you may choose to have
- **Goals**—The things a person wants to attain
- **Income**—Money you have for expenses and savings
- **Long-term goals**—Goals that may take weeks, months, or years to attain
- **Needs**—Items one is unable to live without
- **Savings**—Money set aside for future use
- **Short-term goals**—Goals that may take only a day or week to attain
- **Values**—Ideas, beliefs, and feelings that are important to us and influence what we do

OBJECTIVE 2

Match types of personal income to their correct definitions.

NOTE: Income may be of several different types.

- **Fixed income**—Income which is a definite set amount that will be received for a long period of time
- **Flexible income**—Income which varies in amount and has no definite period of time in which it will be received
- **Money**—Actual dollars and cents derived from a variety of possible sources
- **Non-money income**—Goods and services one produces for own use or receives in exchange for work

Examples: Swaps, gifts, handed down items; care of personal property; use of community facilities, such as libraries and parks; knowledge and skills

OBJECTIVE 3

Match sources of personal income to their correct definitions.

NOTE: Income can come from several different sources.

- **Allowance**—Definite amount of money which is received on a regular schedule; usually from the family income
- **Barter**—Goods and services obtained by trading
- **Dole**—Money given from the family income when asked for
- **Gift**—Present of money, goods, or services
- **Wage**—Income received in exchange for employment

OBJECTIVE 4

Name factors that influence use of personal income.

NOTE: A consumer has many influences that should be considered when making choices for use of personal income.

- Ability to use the decision-making planning process (Assignment Sheet 1)
- Amount of income

  NOTE: The type and source of the income is important
- Community

  NOTE: Where you live will influence how your income is spent.
- Expenses
- Family and friends
- Goals
- Needs
- Resources

  NOTE: How you use your resources affects the reaching of your goals.

Examples: Time, energy, ability, skills, knowledge, tools, and money

- Values (Assignment Sheets 2 and 3)

  NOTE: Activity Sheet 1 lists examples of personal values.

- Wants (Assignment Sheet 4)

  NOTE: A person's or society's values may influence wants and needs.

OBJECTIVE 5 **State the goal of a personal income management plan.**

Considering the types and sources of personal income and the factors that influence the use of personal income, it is very important to develop a personal income management plan.

- The goal of a personal income management plan is to manage personal resources (time, money, talents) to satisfy needs and make progress toward goals.

OBJECTIVE 6 **Arrange in order the steps in the decision-making planning process.**

This decision-making tool can be used by an individual in planning consumer decision-making. Assignment Sheet 1 will allow you opportunities to use this plan. Assignment Sheet 5 allows you an opportunity to make a budget.

1. Identify concerns

   NOTE: State or define the problem and relate the problem to personal goals and values.

2. Set your goal

   NOTE: Get the facts, consider your resources, and the alternatives and their consequences.

3. Form a plan

   NOTE: Make a decision about how your goal will be reached.

4. Act on the plan

   NOTE: Carry out your plan.

5. Analyze what happened

   NOTE: Follow up by evaluating the results.

OBJECTIVE 7

Arrange in order the steps to making a personal savings plan.

In order to buy the things you want, you will often find it necessary to save your money. Saving money is more difficult for some people than for others. One way to make saving easier is to follow these steps.

1. Write down the cost and item for which you will be saving.
2. Analyze your budget.
3. Decide how much you can save each week.

   NOTE: Be sure to leave plenty of money for your other expenses. Try to save 10 percent of your income. If your savings plan is not realistic it will be hard to follow.

4. Divide the total amount of money you need by the amount you will save each week to find out how many weeks you will need to save.

"WHAT MAKES PEOPLE TICK"

Personal Values

The following list of personal values are common to many people. You might want to write a check beside the items below that you value.

___ family
___ independence
___ close friends
___ honesty
___ a savings account
___ natural resources
___ a very fast car
___ respect
___ safety
___ good health
___ good looks
___ sunlight
___ water
___ religion
___ children
___ leisure time
___ participation in activities
___ work
___ education
___ popularity
___ home
___ spectator sports
___ participating in sports
___ walking
___ bicycling
___ reading
___ popular music

There are other ideas, ideals, objects, or persons that people may value.

ASSIGNMENT SHEET 1

CONSUMER DECISION-MAKING

E II

NAME ______________________ SCORE ______

OBJECTIVE 8 **Use the decision-making planning process.**

INTRODUCTION Objectives 4, 5, and 6 in this unit deal with the importance and steps in the decision-making planning process. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Read the following situations. Use the steps in the decision-making planning process explained in Objective 6 as a basis for your answers.

NOTE: Analyze what you *think* will happen.

1. Karen has been putting aside part of her allowance for her brother's birthday that is next month. Her best friend, Betty comes over to show her the jeans she just purchased. Betty is going to wear the jeans to the first school football game and wants Karen to buy a pair also. If you were Karen, what would you do?

    a. Identify concern ______________________

    b. Set your goal ______________________

    c. Form a plan ______________________

    d. Act on the plan ______________________

    e. Analyze what will happen ______________________

2. Sheila is a ninth grader who is in cheerleading, competitive sports, FHA/HERO, and has a babysitting job. Her grades have gone down as a result of her being so busy. If you were Sheila, what would you do?

    a. Identify concern ______________________

    b. Set your goal ______________________

    c. Form a plan ______________________

    d. Act on the plan ______________________

    e. Analyze what will happen ______________________

3. Ed has located a used bicycle that requires minor repairs. Ed can repair the bicycle himself but he is $15.00 short of the sale price at the bicycle shop. If you were Ed, what would you do?

    a. Identify concern ______________________

    b. Set your goal ______________________

    c. Form a plan ______________________

    d. Act on the plan ______________________

    e. Analyze what will happen ______________________

4. Mike has been saving his money for the car of his dreams. In six months, he will have enough money to buy the car. His neighbor is selling a used car and Mike has enough money to buy that car right now. Mike cannot decide whether to wait for his dream car or buy the neighbors' car right now. If you were Mike, what would you do?

    a. Identify concern ______________________

    b. Set your goal ______________________

    c. Form a plan ______________________

    d. Act on the plan ______________________

    e. Analyze what will happen ______________________

NAME ______________________________ SCORE ______

OBJECTIVE 9 **Determine personal values of others.**

INTRODUCTION Objective 4 deals with values and how they influence the use of personal income. The questions on this assignment sheet emphasize this area.

DIRECTIONS Read the situations listed below and decide what values were involved in the decision. Refer to Activity Sheet 1 for a list of common values. Write the value or values in the spaces provided.

1. The Stones are the parents of two teenage children. The teenagers are encouraged to suggest ideas for a summer vacation planned for the family.

   VALUE(S) ______________________________

2. Sheila and Bob are brother and sister who share a common interest in music. They have many records by popular singers. They do not borrow records from each other without permission.

   VALUE(S) ______________________________

3. Ivan receives a weekly allowance of $10.00. He spends over half of his allowance on computer books.

   VALUE(S) ______________________________

4. C.D. drives up to a service station for gasoline. The cashier gives C.D. his change. On counting the money, C.D. discovers that there is too much money. C.D. returns the money.

   VALUE(S) ______________________________

5. A.J. has gained 20 pounds over the summer. A.J. decides to enroll in an exercise class at a local gym to lose the weight.

   VALUE(S) ______________________________

ASSIGNMENT SHEET 3

CONSUMER DECISION-MAKING

E II

NAME ______________________________ SCORE ______

OBJECTIVE 10

Distinguish between values and goals.

INTRODUCTION

Objective 4 states that values and goals influence the use of personal income. It is very important in income management that you are able to distinguish between values and goals. The questions on this assignment sheet emphasize this area.

DIRECTIONS

Read the following situation and answer the questions that follow.

Reed Adams works for a local oil equipment manufacturer. His boss has told him many times that he could get a better-paying job if he would move to the company's headquarters in another state. Reed would like to obtain a better job, but he likes his country home and the company headquarters are in a big city. Besides, his wife has a good job in the town where they live presently and his son, Johnny, is enrolled in the local college. His younger child, Ann, is involved in many activities at school and is doing well in her classes.

Reed is afraid that if he does not take the opportunity his boss has offered him that he may not get the chance to be promoted again. He does not want to work for the rest of his life in the same job.

Johnny understands his father's desire for a better job, but he does not want to transfer to another college. He knows that changing to another college would mean losing credit hours. He realizes that he could stay behind if the family moves, but he has never lived on his own.

Ann does not want her father to take the job because it would mean losing her friends and giving up her spot on the cheerleading team.

Reed's wife, Margaret, does not want to move because she likes her job and feels that she could not obtain such a good job in the other state. Besides, moving would mean leaving behind her parents whom she has lived near all of her life. At the same time, Margaret would like for Reed to get a job he likes.

1. Name at least three values that the family holds (either individually or as a whole family).

   ____

   ____

   ____

2. Explain why you believe *each* of your choices is a value.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Name the goal or goals of each family member.

3. Reed's goal ________________________________
4. Johnny's goal ______________________________
5. Ann's goal _________________________________
6. Margaret's goal ____________________________

ASSIGNMENT SHEET 4

CONSUMER DECISION-MAKING

NAME ______________________________ SCORE _______

OBJECTIVE 11 **Distinguish between needs and wants.**

INTRODUCTION Objective 4 states that needs and wants influence the use of personal income. It is very important in income management that you are able to distinguish between needs and wants. The questions on this assignment sheet emphasize this area.

DIRECTIONS Listed below are some items purchased by teenage consumers. Determine if the item is a need or a want. Write an "N" if the item is a need and write a "W" if the item is a want.

___ 1. Lunch

___ 2. Movies

___ 3. Club dues

___ 4. School supplies

___ 5. Deodorant

___ 6. Shoes

___ 7. Hair cut

___ 8. Hobbies

___ 9. Blue jeans

___ 10. Football games

___ 11. Gum

___ 12. Shampoo

___ 13. Radio

___ 14. Cologne or perfume

___ 15. Concerts

___ 16. Soft drinks

NAME ______________________________ SCORE ______

OBJECTIVE 12

Make a budget.

INTRODUCTION

Objective 7 states that a budget must be analyzed when making a personal savings plan. The activity on this assignment sheet emphasizes this area.

DIRECTIONS

Susan has just moved into her first apartment. In order to pay her bills, Susan needs to make a budget for herself. Use the information given below to create a budget for Susan.

- Susan takes home $1200 per month.
- Susan's expenses in one month are:

Car payment	$226.00
Church donations	$10.00
Birthday presents	$60.00
Laundry & cleaning	$30.00
Entertainment	$50.00
Gas for car	$70.00
Electric bill	$55.00
Groceries	$125.00
Eating out	$75.00
Rent	$175.00
Savings (50 percent to emergency fund)	$150.00
Telephone bill	$35.00
Cable television	$30.00
Clothing	$50.00

Does Susan have enough personal income to meet all of her expenses? To find out, complete the budget form below.

INCOME, EXPENSES, AND SAVINGS

Savings

1. Savings account .... $________
2. Emergency fund .... $________

Fixed expenses

3. Rent .... $________
4. Electric, phone, cable television .... $________
5. Car payment .... $________
6. Total .... $________

Flexible expenses

7. Church donations .... $________
8. Birthday presents .... $________
9. Laundry & cleaning .... $________
10. Entertainment .... $________
11. Gas for car .... $________
12. Groceries .... $________
13. Eating out .... $________
14. Clothing .... $________
15. Total .... $________
16. Total money spent on savings and expenses .... $________

What percentage of her income does Susan spend on:

17. Fixed expenses?____________________________

18. Flexible expenses?__________________________

19. Savings?__________________________________

20. Susan's car needs a new transmission that will cost $250.00. As a result, Susan will only have $950.00 to use for her expenses next month. Where could Susan cut back so that she can meet her expenses on the $950.00?

21. In what expense category did you make most of your cuts? Write a "X" in the appropriate space.

____Savings

____Fixed expenses

____Flexible expenses

22. Give Susan specific hints for keeping the above expenses down.

ASSIGNMENT SHEET 1

Use the following answers as examples for evaluation.

1. a. Buy brother's birthday present or buy some jeans
   b. Buy brother's birthday present
   c. Save money for gift
   d. Continuing savings
   e. Brother will be happy and I will be happy
2. a. Grades are dropping
   b. Get your grades up
   c. Evaluate all present activities
   d. Eliminate an activity
   e. Grades will go up
3. a. Not enough money to buy the bicycle
   b. Buy a bicycle
   c. Get the needed $15.00
   d. Go to sources of income for advancement
   e. Get the bicycle
4. a. Which car to buy
   b. Buy the dream car
   c. Save for the car
   d. Continue saving for six months
   e. Buy the dream car

ASSIGNMENT SHEET 2

1. Leisure time, family time, children
2. Popular music, respect
3. Reading, education
4. Honesty
5. Good health, good looks

ASSIGNMENT SHEET 3

Use the following answers as examples for evaluation.

1. Any three of the following are acceptable
   - Work
   - Home
   - Family
   - Children
   - Education
   - Close friends
   - Participation in activities
2. Those chosen for evaluation should be the same as in 1 above.
   - Work—because Reed wants a better paying job, his wife likes her present job, Johnny realizes how important the desire for a better job is for his dad
   - Home—because Reed likes his country home
   - Family—because Reed is considering the feelings of everyone, Johnny expresses concern about living on his own, and Margaret would have to leave her parents and wants Reed to get a job he likes
   - Children—because Reed is considering the feelings of his children
   - Education—because Reed is concerned about Johnny's college enrollment and Ann's ability to do well in her classes, Johnny expresses concern about having to transfer to another college
   - Close friends—because Ann expresses concern about losing her friends

- Participation in activities—because Reed realizes it is important to Ann and Ann doesn't want to give up cheerleading

3. Get a better paying job
4. Get an education
5. Stay with friends and activities
6. Stay with present job, parents, and see Reed happy with his job

ASSIGNMENT SHEET 4

Use the following criteria for evaluation as these answers may be debatable

1. N
2. W
3. W
4. N
5. N
6. N
7. N
8. W
9. W
10. W
11. W
12. N
13. W
14. W
15. W
16. W

ASSIGNMENT SHEET 5

1. $75.00
2. $75.00
3. $175.00
4. $120.00
5. $226.00
6. $521.00
7. $10.00
8. $60.00
9. $30.00

10. $50.00

11. $70.00

12. $125.00

13. $75.00

14. $50.00

15. $470.00

16. $1141.00

17. 43.4%

18. 39.2%

19. 12.5%

20. Susan could cut down on flexible expenses such as birthday presents, entertainment, groceries, eating out and clothing. She can also put less into savings.

21. Either savings or flexible savings should have an "X."

22. Answers could include such things as spend less on birthday presents, buy less expensive groceries or only necessary items, participate in free entertainment activities, eat out less, buy no new clothing next month, and put less money into savings next month.

WRITTEN TEST

CONSUMER DECISION-MAKING

E II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with consumer decision-making to their correct definitions. Write the correct letters in the blanks.

___ 1. A plan for the use of money

___ 2. Expenses for which you have already made commitments

___ 3. Expenses that you may choose to have

___ 4. Goals that may take only a day or week to attain

___ 5. Goals that may take weeks, months or years to attain

___ 6. Ideas, beliefs, and feelings that are important to us and influence what we do

___ 7. Items one is unable to live without

___ 8. Money set aside for future use

___ 9. Money you have for expenses and savings

___ 10. Money spent for goods and services

___ 11. The things a person wants to attain

a. Income

b. Money

c. Allowance

d. Budget

e. Expenses

f. Fixed expenses

g. Barter

h. Flexible expenses

i. Goals

j. Long-term goals

k. Dole

l. Needs

m. Savings

n. Gift

o. Wage

p. Short-term goals

q. Values

r. Decision-making

OBJECTIVE 2

Match types of personal income to their correct definitions. Write the correct letters in the blanks.

____1. Actual dollars and cents derived from a variety of possible sources

____2. Goods and services one produces for own use or receives in exchange for work

____3. Income which is a definite set amount that will be received for a long period of time

____4. Income which varies in amount and has no definite period of time in which it will be received

a. Allowance

b. Fixed income

c. Flexible income

d. Gift

e. Money

f. Non-money income

OBJECTIVE 3

Match sources of personal income to their correct definitions. Write the correct letters in the blanks.

____1. Definite amount of money which is received on a regular schedule; usually from the family income

____2. Goods and services obtained by trading

____3. Income received in exchange for employment

____4. Money given from the family income when asked for

____5. Present of money, goods, or services

a. Allowance

b. Barter

c. Budget

d. Dole

e. Expenses

f. Gift

g. Goals

h. Wage

OBJECTIVE 4

Name five factors that influence use of personal income.

____

____

____

____

____

OBJECTIVE 5 **State the goal of a personal income management plan.**

____

____

____

OBJECTIVE 6 **Arrange in order the steps in the decision-making planning process.** Write the correct numbers in the blanks.

___ Act on the plan

___ Analyze what happened

___ Form a plan

___ Identify concerns

___ Set your goal

OBJECTIVE 7 **Arrange in order the steps to making a personal savings plan.** Write the correct numbers in the blanks.

___ Analyze your budget

___ Decide how much you can save each week

___ Divide the total amount of money you need by the amount you will save each week to find out how many weeks you will need to save

___ Write down the cost and item for which you will be saving

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Use the decision-making planning process.** SCORE ____

OBJECTIVE 9 **Determine personal values of others.** SCORE ____

OBJECTIVE 10 **Distinguish between values and goals.** SCORE ____

OBJECTIVE 11 **Distinguish between needs and wants.** SCORE ____

OBJECTIVE 12 **Make a budget.** SCORE ____

WRITTEN TEST ANSWERS

CONSUMER DECISION-MAKING

E II

OBJECTIVE 1

1. d
2. f
3. h
4. p
5. j
6. q
7. l
8. m
9. a
10. e
11. i

OBJECTIVE 2

1. e
2. f
3. b
4. c

OBJECTIVE 3

1. a
2. b
3. h
4. d
5. f

OBJECTIVE 4

Any five of the following are acceptable

- Ability to use the decision-making planning process
- Amount of income
- Community
- Expenses
- Family and friends
- Goals

- Needs
- Resources
- Values
- Wants

OBJECTIVE 5	The goal of a personal income management plan is to manage personal resources (time, money, talents) to satisfy needs and make progress toward goals.
OBJECTIVE 6	4, 5, 3, 1, 2
OBJECTIVE 7	2, 3, 4, 1
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.
OBJECTIVE 10	Refer to answers to Assignment Sheet 3.
OBJECTIVE 11	Refer to answers to Assignment Sheet 4.
OBJECTIVE 12	Refer to answers to Assignment Sheet 5.

OBJECTIVE SHEET

FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

INTRODUCTION

Developing good food habits, exercising regularly, and maintaining good health are essential to improving the way you look and feel. Knowing how to make good choices concerning your health will help you get more out of life now and in the future.

UNIT OBJECTIVE

After completing this unit, the student should be able to practice good food habits, determine desirable weight, and maintain good health. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with food habits, exercise, and good health to their correct definitions.
2. Name factors that contribute to good health.
3. Name factors that influence personal food habits.
4. Select from a list personal characteristics affected by food habits.
5. Select from a list guidelines for improving food habits.
6. Match procedures for determining overweight or underweight to their correct descriptions.
7. Select from a list the effects of being overweight or underweight.
8. Match eating disorders to their correct descriptions.
9. Distinguish between procedures for gaining and losing weight.
10. Name sources for determining calorie content of foods.
11. Name purposes of exercise.
12. Arrange in order parts of an exercise program.
13. Determine desirable weight. (Assignment Sheet 1)
14. Measure calorie intake. (Assignment Sheet 2)

SUGGESTED ACTIVITIES

FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

PREPARATION

- Order materials listed in suggested resources.
- Invite resource persons (homemaker, nutritionist, fitness expert, dietitian, nurse, or doctor) to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Distribute brochure "Health Tips for Teens."
- Show video "It's Your Life."
- Invite doctor or nurse to speak to the class on good health practices. They may also speak about their careers.

Objectives 3 through 5

- Have students make a record of food products and/or weight reduction products advertised on TV, radio, and newspapers. Discuss what the products are, their prices, the psychology used to persuade purchase, and evaluation of the product.
- Have students evaluate their personal food habits by beginning to keep a record of the foods they eat. This can be done through the teaching of this unit of instruction and the next unit on "Meal Planning."
- Invite a homemaker to speak to the class on developing meals to meet the nutrition requirements for all family members.

Objectives 6 through 10

- Have students write a research report on food fads, reducing and weight control, or eating disorders such as anorexia and bulimia; share with the class.
- Invite a nutritionist or dietitian to speak to the class on preparing meal plans for weight reduction.
- Have students make a plan to reach their desired weight.
- Have students research the calorie content of the foods they eat including snack foods and fast-food products.

- Distribute the brochure "Quick and Easy Tips to a High Fiber Diet."
- Distribute the brochure "Choose Your Calories Wisely."
- Show film "For Tomorrow We Shall Diet."
- Distribute the brochure "How You Can Control Your Weight."
- Distribute the "Met Life's Height and Weight Card."
- Have students determine their body frame type. Small frame = 5 1/2" wrist measurement, medium frame = 5 3/4" wrist measurement, larger frame = 6"-7" wrist measurement. This will help them determine where in the desirable weight range they should be. The "Elbow Breadth Frame Gauge" may also be used to determine frame type.
- Show video "Eating Disorders."

Objectives 11 and 12

- Invite a fitness expert to speak to the class on how to exercise properly
- Tour a physical fitness center. Participate in one of their free classes. Upon returning to class discuss the facility, snacks offered, price, etc.
- Invite one of the athletic coaches to speak to the class on exercises for athletes. Student athletes might also come talk to the class on how they exercise regularly and share their personal food habits.
- Have students list types of warm-up, aerobic, and cool-down exercises.
- Spend one class period actually going to the gym to exercise or going for a walk.

APPLICATION

Objectives 13 and 14

- Use Assignment Sheet 1 to give students practice in determining desirable weight.
- Use Assignment Sheet 2 to give students practice in measuring calorie intake.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *It's Your Life* available for rent from Metropolitan Life Insurance Co., Health and Safety Education Division, One Madison Ave., New York, New York 10010.
- *For Tomorrow We Shall Diet* is available to Oklahoma teachers on a free-loan basis from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order this film from Churchill Films, 622 N. Robertson Blvd., Los Angeles, California 90066.
- *Eating Disorders* is available for purchase from America's Teenage Video Magazine, Neff Productions, Inc., 10420 Old Olive Street Road, St. Louis, Missouri 63141.

Brochures

- "Health Tips for Teens"
- "How You Can Control Your Weight"
- "Elbow Breadth Frame Gauge"

The above brochures are available for a small fee from Metropolitan Life Insurance Co., Health and Safety Education Division, One Madison Ave., New York, New York 10010.

- "Choose Your Calories Wisely" and "Quick and Easy Tips to a High Fiber Diet" are available from the Kellogg Co., Dept. F-8, 1 Kellogg Square, Battlecreek, Michigan 49016-3599.

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- Lindsey, Ruth; Jones, Billie; and VanWhitley, Ada. *Body Mechanics*. Dubuque, Iowa: Wm. C. Brown Company, 1968.
- Parnell, F. *Homemaking Skills for Everyday Living*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
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PRETEST ANSWERS

FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

OBJECTIVE 1

1. e
2. i
3. n
4. b
5. m
6. r
7. k
8. p
9. t
10. d
11. s
12. f
13. l

OBJECTIVE 2

Any five of the following are acceptable

- A good measure of personal challenge and achievement
- Adequate sleep, rest, and relaxation
- Attention to cleanliness and good grooming
- Correct body posture
- Fun and entertainment
- Good medical and dental care
- Good personal food habits
- Pleasant facial expressions
- Regular exercise and physical activity
- True friends

OBJECTIVE 3

Any five of the following are acceptable

- Advertising
- Attitudes and values
- Family habits
- Geographical location

- Income and social status
- Personal knowledge and personal choices
- Religious beliefs
- Social influences
- Special diets

OBJECTIVE 4 1, 2, 3, 4, 6, 8

OBJECTIVE 5 1, 3, 5, 6

OBJECTIVE 6
1. d
2. c
3. b

OBJECTIVE 7 1, 2, 3

OBJECTIVE 8
1. g
2. a
3. e
4. b
5. f

OBJECTIVE 9
1. G
2. L
3. G
4. L
5. G
6. G
7. L
8. L
9. L
10. G
11. L

OBJECTIVE 10

Any two of the following are acceptable

- Calorie counter books
- Cookbooks
- Nutrition books
- Package labels

OBJECTIVE 11

Any three of the following are acceptable

- Boosts your spirits
- Helps you maintain a good appetite
- Improves general appearance and posture
- Increases blood circulation rate
- Stimulates body organs

OBJECTIVE 12

3, 1, 2

OBJECTIVE 13

Refer to answers to Assignment Sheet 1.

OBJECTIVE 14

Refer to answers to Assignment Sheet 2.

PRETEST

FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with food habits, exercise, and good health to their correct definitions. Write the correct letters in the blanks.

___ 1. Science that studies the effect of food on the body

___ 2. Excessive body fat (15 to 20 percent above the recommended amount for height and weight)

___ 3. Overall ability to resist illness and tiredness

___ 4. Position of the body

___ 5. Unit of measure that indicates the amount of energy released from food

___ 6. Weight significantly under the normal range (10 percent below the recommended amount for height and weight)

___ 7. Actions one usually does without thinking or that are very hard to break

___ 8. Weight at which one looks, feels, and can be at his or her best

___ 9. Food normally eaten

___ 10. Irregular food habits that usually make a person overweight or underweight

___ 11. Food that provides bulk to the diet

___ 12. Desire for food

___ 13. Weight exceeding normal range (10 percent above the recommended amount for height and weight)

a. Anorexia

b. Posture

c. Bulimia

d. Eating disorders

e. Nutrition

f. Appetite

g. Physical health

h. Fitness

i. Obesity

j. Exercise

k. Habits

l. Overweight

m. Calorie

n. Stamina

o. Health

p. Desired weight

q. Mental health

r. Underweight

s. Fiber

t. Diet

OBJECTIVE 2

Name five factors that contribute to good health.

OBJECTIVE 3

Name five factors that influence personal food habits.

OBJECTIVE 4

Select from the following list characteristics affected by food habits. Write an "X" in the blank before each correct answer.

____1. Physical and mental performance

____2. Self-concept

____3. Energy and stamina

____4. Health and physical fitness

____5. Attribute

____6. Appearance

____7. Exercise

____8. Personality and emotions

OBJECTIVE 5

Select from the following list guidelines for improving food habits. Write an "X" in the blank before each correct answer.

___ 1. Set good examples of what to eat

___ 2. Prepare a limited variety of foods

___ 3. Encourage family members to try new foods

___ 4. Base family meals on the nutritional requirements of the youngest family member

___ 5. Manage food habits and calorie intake

___ 6. Create a pleasant atmosphere for mealtimes

___ 7. Use mealtime as a time to solve family problems.

OBJECTIVE 6

Match procedures for determining overweight or underweight to their correct descriptions. Write the correct letters in the blanks.

___ 1. Test involving looking at yourself naked in a mirror to help estimate undesirable weight; if you look fat or thin you probably are

___ 2. Test where you squeeze the skin and tissue together on the back of the arm; if the layer of fold is more than 1 inch, there is excessive body fat

___ 3. Chart that lists desirable weight ranges according to age, height, and sometimes, bone structure

a. Squeeze test

b. Height-weight table

c. Pinch test

d. Mirror test

e. Laboratory test

f. Stamina-fitness table

OBJECTIVE 7

Select from the following list the effects of being overweight or underweight. Write an "X" in the blank before each correct answer.

___ 1. Increased risk of early death

___ 2. Increased risk of disease

___ 3. Unattractive appearance

___ 4. Longer life expectancy, if underweight

___ 5. Increase in stamina and vitality

OBJECTIVE 8

Match eating disorders to their correct descriptions. Write the correct letters in the blanks.

____1. Characterized by eating large quantities of food and then forcing oneself to vomit; people with this disorder are obsessed with losing weight, even if they are already underweight; can lead to damage to the stomach linings, teeth, gums, and eventually to death

____2. Characterized by consuming more calories than the body can utilize; uncontrolled, it leads to obesity, which may cause death at an earlier age than should be expected; people with this disorder often become seriously ill with respiratory, circulatory, and digestive problems

____3. Most common in teenage females, characterized by refusal to eat; people with this disorder are obsessed with their own weight and see themselves as fat when they are dangerously underweight; long-term, this disorder can lead to severe malnutrition, damage to body organs, and eventually to starvation and death

____4. Characterized by an irrational physical or mental need for a certain food; people with this disorder will consume one or two foods rather than maintaining a balanced diet

____5. Characterized by continually starting on unplanned diets; people with this disorder are almost always on a diet; many of these diets are unsafe and nutritionally unsound

a. Overeating
b. Food addictions
c. Calorie counting
d. Undereating
e. Anorexia nervosa
f. Compulsive dieting
g. Bulimia
h. Food additives

OBJECTIVE 9

Distinguish between procedures for gaining and losing weight. Write a "G" before procedures for gaining weight and an "L" before procedures for losing weight.

___ 1. Eat small portions of high-calorie food (snacks) more often in the day

___ 2. Eat slowly and chew food well

___ 3. Avoid situations that cause nervousness or irritation

___ 4. Eat preferably only at mealtime

___ 5. Substitute milk for water

___ 6. Eat calorie-rich foods

___ 7. Increase daily exercise

___ 8. Begin lunch and dinner with foods that contain fiber

___ 9. Decrease calorie intake

___ 10. Reduce calorie requirements by reducing your physical activity each day

___ 11. Eat only enough food at each meal to satisfy hunger

OBJECTIVE 10

Name two sources for determining calorie content of foods.

____

____

OBJECTIVE 11

Name three purposes of exercise.

____

____

____

OBJECTIVE 12

Arrange in order parts of an exercise program. Write the correct numbers in the blanks.

___ Cool-down period

___ Warm-up period

___ Aerobic period

NOTICE	In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.	
OBJECTIVE 13	**Determine desirable weight.**	SCORE_____
OBJECTIVE 14	**Measure calorie intake.**	SCORE_____

FOOD HABITS, EXERCISE, AND GOOD HEALTH

OBJECTIVE 1

Match terms associated with food habits, exercise, and good health to their correct definitions.

- **Appetite**—Desire for food
- **Calorie**—Unit of measure that indicates the amount of energy released from food
- **Desired weight**—Weight at which one looks, feels, and can be at his or her best
- **Diet**—Food normally eaten
- **Eating disorder**—Irregular food habit that usually makes a person overweight or underweight
- **Fiber**—Food that provides bulk to the diet
- **Habits**—Actions one usually does without thinking or that are very hard to break
- **Nutrition**—Science that studies the effect of food on the body
- **Obesity**—Excessive body fat (15 to 20 percent above the recommended amount for height and weight)
- **Overweight**—Weight exceeding normal range (10 percent above the recommended amount for height and weight)
- **Posture**—Position of the body
- **Stamina**—Overall ability to resist illness and tiredness
- **Underweight**—Weight significantly under the normal range (10 percent below the recommended amount for height and weight)

OBJECTIVE 2

Name factors that contribute to good health.

Good health and good looks go together. Most people think of taking care of the physical body when they think of good health, but good health also means maintaining a positive mental attitude. The following factors (both physical and mental) contribute to good health:

- **A good measure of personal challenge and achievement.** This helps with a person's mental attitude.
- **Adequate sleep, rest, and relaxation.** Six to eight hours of sleep are generally recommended.
- **Attention to cleanliness and good grooming.** This affects both physical and mental health.
- **Correct body posture.** This not only makes one look good, but it also affects the physical body by properly aligning the body parts to help them work correctly.
- **Fun and entertainment.** Everyone needs to work and play some everyday.
- **Good medical and dental care.** Visit your doctor and dentist regularly.
- **Good personal food habits.** The food that you eat directly influences how you feel and how you look.
- **Pleasant facial expressions.** People respond to your expressions and the way they respond affects the way you feel.
- **Regular exercise and physical activity.** This should not be an option, but should be performed everyday.
- **True friends.** Having someone to talk to helps you maintain good mental health.

OBJECTIVE 3 **Name factors that influence personal food habits.**

Research indicates that a person's health is directly related to diet. Diets and food habits are influenced by the following factors:

- **Advertising.** Television, magazines, radio, newspapers, and billboards influence what you eat.
- **Attitudes and values.** Your personal attitude toward food and your personal values concerning good health influence your diet.
- **Family habits.** The meals that are served and the time of day that you eat affect your general health.

- **Geographical location.** The location and climatic condition of where you live affect the availability, price, and the way foods are prepared.
- **Income and social status.** Your food budget influences your food purchases.
- **Personal knowledge and personal choices.**

  Examples: Vegetarianism, health-food diets, avoidance of some food groups, preferences for some foods
- **Religious beliefs.** Some religions avoid some food groups and some avoid certain foods on certain days.
- **Social influences.** Peer pressure and entertainment activities affect food choices.
- **Special diets.** Some people have special diets for health conditions such as diabetes, heart conditions, and allergies. Athletes may also follow special diets to improve their overall fitness.

OBJECTIVE 4 **Select from a list personal characteristics affected by food habits.**

There is an old saying, "You are what you eat." This statement is true. Your food habits are affected by the following personal characteristics.

- **Appearance.** Your complexion, hair, skin, teeth, weight, and posture are healthy when you eat the right foods.
- **Energy and stamina.** You will have more of these if you practice good food habits.
- **Health and physical fitness.** Proper exercise improves physical fitness and general physical health.
- **Personality and emotions.** A proper diet and exercise program makes you feel and look good and how you feel affects your personality and emotional well-being.
- **Physical and mental performance.** A proper diet helps you keep physically and mentally alert.
- **Self-concept.** How you feel about yourself depends on your general physical and mental health.

OBJECTIVE 5

Select from a list guidelines for improving food habits.

Food choices are automatic in that we seldom ever think about what we eat. If you decide your family's food habits need changing, there are several things you can do.

- Create a pleasant atmosphere for mealtimes
- Encourage family members to try new foods
- Manage food habits and calorie intake
- Prepare a variety of foods
- Prepare meals which fulfill nutritional needs of all family members
- Set good examples of what to eat

OBJECTIVE 6

Match procedures for determining overweight or underweight to their correct descriptions.

Managing food habits and calorie intake are ways to maintain desirable weight and to prevent becoming overweight or underweight. Determining your desirable weight will help you realize when you are getting below or beyond the "ideal" you. There are three "unscientific" tests to help you determine your desirable weight.

- **Height-weight table**—Chart that lists desirable weight ranges according to age, height, and sometimes, bone structure
- **Mirror test**—Test involving looking at yourself naked in a mirror to help estimate undesirable weight; if you look fat or thin, you probably are
- **Pinch test**—Test where you squeeze the skin and tissue together on the back of the arm; if the layer of fold between your fingers is more than 1 inch, there is excessive body fat

OBJECTIVE 7

Select from a list the effects of being overweight or underweight.

As soon as you discover that you are not at a desirable weight you need to do something about it. While the effects of being overweight are more generally known, it is important to realize that being underweight can be just as serious a health problem.

Overweight people are likely to feel less at ease in social situations, to be discriminated against in getting jobs and in job advancement, and to be unhappy with the way they look.

Being underweight can lead to more serious diseases which can lead to death within a few months to a few years depending on the severity.

In general, the effects of being overweight or underweight include the following:

- Increased risk of disease

  Examples: Heart disease, diabetes, high blood pressure, infections

- Increased risk of early death
- Lack of stamina and vitality
- Unattractive appearance

OBJECTIVE 8

Match eating disorders to their correct descriptions.

Being overweight or underweight is often caused by an eating disorder. The most common eating disorders include the following:

- **Anorexia nervosa**—Most common in teenage females, this disorder is characterized by refusal to eat; people with this disorder are obsessed with their own weight and see themselves as fat when they are really dangerously underweight; long-term, this disorder can lead to severe malnutrition, damage to body organs, and eventually to starvation and death
- **Bulimia**—Characterized by eating large quantities of food and then forcing oneself to vomit; people with this disorder are obsessed with losing weight, even if they are already underweight; can lead to damage to the stomach linings, teeth, gums, and eventually to death
- **Compulsive dieting**—Characterized by continually starting on unplanned diets; people with this disorder are almost always on a diet; many of these are unsafe and nutritionally unsound
- **Food addictions**—Characterized by an irrational physical or mental need for a certain food; people with this disorder will

consume one or two foods rather than maintaining a balanced diet

- **Overeating**—Characterized by consuming more calories than the body can utilize; uncontrolled, it leads to obesity, which may cause death at an earlier age than should be expected; people with this disorder often become seriously ill with respiratory, circulatory, and digestive problems

OBJECTIVE 9

Distinguish between procedures for gaining and losing weight.

Once you have determined that you need to lose or gain weight and have discovered the long-term affects that eating disorders can have on your body, you may choose to change your food habits in order to gain or lose weight. Before you start any weight-loss or weight-gain program, you should consult a doctor to learn your general physical health and the best weight for your height, age, and bone structure. General procedures for gaining and losing weight include the following:

For gaining weight

- Avoid situations that cause nervousness or irritation
- Eat calorie-rich food
- Eat small portions of high-calorie food (snacks) more often in the day
- Reduce calorie requirements by reducing your physical activity each day
- Substitute milk for water

NOTE: You still need to make sure you consume the daily requirements of 6 to 8 glasses of water per day.

For losing weight

- Begin lunch and dinner with foods that contain fiber
- Decrease calorie intake
- Eat only enough food at each meal to satisfy hunger
- Eat preferably only at mealtime

NOTE: Eat low-calorie foods for snacks. You may also want to eat more small meals instead of a few big ones.

- Eat slowly and chew food well

  NOTE: Do not finish eating so far ahead of others that you are tempted to take second helpings.

- Increase daily exercise

OBJECTIVE 10

Name sources for determining calorie content of foods.

As you begin a weight-gain or weight-loss program, you will need to know the calorie content of the foods you eat. There are several sources for this information:

- Calorie counter books

  NOTE: These are readily available and contain much of this type of information.

- Cookbooks

  NOTE: These often list the number of calories per serving with the recipes

- Nutrition books

  NOTE: These include calorie contents along with other information

- Package labels

  NOTE: These often list the number of calories per serving

OBJECTIVE 11

Name purposes of exercise.

One way to gain or lose weight is to change the amount of exercise you do each day. Exercise, however, should not be entirely eliminated from the daily schedule unless recommended by a doctor. They body must have exercise because it:

- Boosts your spirits

  NOTE: Exercise makes you look good and feel good about yourself.

- Helps you maintain a good appetite
- Improves general appearance and posture
- Increases blood circulation rate

- Stimulates body organs

OBJECTIVE 12

Arrange in order parts of an exercise program.

As you participate in a daily exercise program, there are three parts you should include to maximize effects and prevent bodily injury.

1. Warm-up period

   NOTE: This stretches the muscles and prepares them for exercising

2. Aerobic period

   Examples: Brisk walking, jogging, swimming, or cycling. This should last 15 to 30 minutes without stopping.

3. Cool-down period

   NOTE: This time allows your body to slow down as you reduce the level of activity.

690

FOOD HABITS, EXERCISE, AND GOOD HEALTH

NAME ______________________________ SCORE ______

OBJECTIVE 13 **Determine desirable weight.**

INTRODUCTION Objective 6 states that a height-weight table is one source for determining desirable weight. The questions on this assignment sheet emphasize this area.

DIRECTIONS Use the height-weight table to determine your desired weight. Answer the questions that follow.

FEMALES			MALES		
AGE	HEIGHT (feet)	WEIGHT (pounds)	AGE	HEIGHT (feet)	WEIGHT (pounds)
13	4'8"-5'0"	82-100	13	4'7"-4'10"	77-95
	5'0"-5'3"	100-118		4'10"-5'2"	95-113
14	4'9"-5'0"	91-108	14	4'9"-5'1"	87-107
	5'0"-5'4"	108-125		5'1"-5'5"	107-128
15	5'0"-5'2"	99-115	15	5'1"-5'3"	101-121
	5'2"-5'4"	115-131		5'3"-5'6"	121-142
16	5'0"-5'2"	107-117	16	5'3"-5'5"	113-131
	5'2"-5'5"	117-133		5'5"-5'8"	131-150
17	5'0"-5'2"	103-118	17	5'4"-5'7"	119-138
	5'2"-5'5"	118-134		5'7"-5'9"	138-157

1. What is your height? ____________________

2. What is your age? ____________________

3. According to the height-weight table, what is your suggested desirable weight range? ____________________

4. Are you NOW at your desired weight? ____________________

ASSIGNMENT SHEET 2	**FOOD HABITS, EXERCISE, AND GOOD HEALTH** **F I**

NAME ______________________________ SCORE ________

OBJECTIVE 14 **Measure calorie intake.**

INTRODUCTION Objectives 5 through 10 deal with the effect of calorie intake on personal food habits and good health. The activity and questions on this assignment sheet emphasize this area.

DIRECTIONS Use the chart below to determine your daily calorie requirement. Then measure your daily intake by writing down all of the foods you eat on 3 x 5 cards as shown below for as many days as your instructor requires. Answer the questions that follow. Submit this assignment sheet and your 3 x 5 cards to your instructor for evaluation.

Daily calorie requirements

Girls 12-15	2500 calories
Girls 15-18	2300 calories
Pregnant mother	2600-2800 calories
Nursing mother	2800-3000 calories
Boys 12-15	3000 calories
Boys 15-18	3400 calories

Example: 3 x 5 card information

Food	# of servings	# of calories
Cereal	1	110
Chips	1	160
	Total	270

693

1. What is your suggested daily calorie requirement? __________

2. How many calories did you consume each day (write each day's total)

____

____

____

____

____

3. Did you consume the correct amount each day? __________

4. If not, what will happen if you continue this calorie intake for an extended period of time?

____

____

____

____

____

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

1. Students should list height in feet and inches.
2. Students should list age.
3. Students should list the correct weight range in pounds based on height and age.
4. Student answers should be "yes" or "no."

ASSIGNMENT SHEET 2

Use the following criteria for evaluation.

1. Students should use the daily calorie requirement chart to determine answer.
2. Answer will be determined by totaling the calorie consumption listed for each day on the 3 x 5 cards which are also to be turned in for evaluation.
3. Answer will be based on comparison of daily calorie requirement and calories consumed each day.
4. If too many calories are consumed, the student will gain weight

   If too few calories are consumed, the student will lose weight.

WRITTEN TEST

FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with food habits, exercise, and good health to their correct definitions. Write the correct letters in the blanks.

___ 1. Food that provides bulk to the diet

___ 2. Desire for food

___ 3. Food normally eaten

___ 4. Excessive body fat (15 to 20 percent above the recommended amount for height and weight)

___ 5. Irregular food habits that usually make a person overweight or underweight

___ 6. Overall ability to resist illness and tiredness

___ 7. Unit of measure that indicates the amount of energy released from food

___ 8. Position of the body

___ 9. Science that studies the effect of food on the body

___ 10. Weight at which one looks, feels, and can be at his or her best

___ 11. Acts one usually does without thinking or that are very hard to break

___ 12. Weight exceeding normal range (10 percent above the recommended amount for height and weight)

___ 13. Weight significantly under the normal range (10 percent below the recommended amount for height and weight)

a. Appetite
b. Exercise
c. Calorie
d. Desired weight
e. Underweight
f. Diet
g. Mental health
h. Stamina
i. Fiber
j. Eating disorders
k. Posture
l. Physical health
m. Health
n. Habits
o. Nutrition
p. Obesity
q. Overweight
r. Fitness
s. Anorexia
t. Bulimia

OBJECTIVE 2

Name five factors that contribute to good health.

OBJECTIVE 3

Name five factors that influence personal food habits.

OBJECTIVE 4

Select from the following list personal characteristics affected by food habits. Write an "X" in the blank before each correct answer.

____1. Attribute

____2. Appearance

____3. Health and physical fitness

____4. Personality and emotions

____5. Physical and mental performance

____6. Self-concept

____7. Exercise

____8. Energy and stamina

OBJECTIVE 5

Select from the following list guidelines for improving food habits. Write an "X" in the blank before each correct answer.

___ 1. Create a pleasant atmosphere for mealtimes

___ 2. Encourage family members to try new foods

___ 3. Use mealtime as a time to solve family problems

___ 4. Prepare a limited variety of foods

___ 5. Manage food habits and calorie intake

___ 6. Set good examples of what to eat

___ 7. Base family meals on the nutritional requirements of the youngest family member

OBJECTIVE 6

Match procedures for determining overweight or underweight to their correct descriptions. Write the correct letters in the blanks.

___ 1. Chart that lists desirable weight ranges according to age, height, and sometimes, bone structure

___ 2. Test where you squeeze the skin and tissue together on the back of the arm; if the layer of the fold between your fingers is more than 1 inch, there is excessive body fat

___ 3. Test involving looking at yourself naked in a mirror to help estimate undesirable weight; if you look fat or thin, you probably are

a. Stamina-fitness table

b. Mirror test

c. Laboratory test

d. Pinch test

e. Height-weight table

f. Squeeze test

OBJECTIVE 7

Select from the following list the effects of being overweight or underweight. Write an "X" in the blank before each correct answer.

___ 1. Longer life expectancy, if underweight

___ 2. Increased risk of disease

___ 3. Increased risk of early death

___ 4. Increase in stamina and vitality

___ 5. Unattractive appearance

OBJECTIVE 8

Match eating disorders to their correct descriptions. Write the correct letters in the blanks.

____1. Most common in teenage females, characterized by refusal to eat; people with this disorder are usually obsessed with their own weight and see themselves as fat when they are really dangerously underweight; long-term, this disorder can lead to severe malnutrition, damage to body organs, and eventually to starvation and death

____2. Characterized by continually starting on unplanned diets; people with this disorder are almost always on a diet; many of these are unsafe and nutritionally unsound

____3. Characterized by consuming more calories that the body can utilize; uncontrolled, it leads to obesity, which may cause death at an earlier age than should be expected; people with this disorder often become seriously ill with respiratory, circulatory, and digestive problems

____4. Characterized by an irrational physical or mental need for a certain food; people with this disorder will consume one or two foods rather than maintaining a balanced diet

____5. Characterized by eating large quantities of food and then forcing oneself to vomit; people with this disorder are obsessed with losing weight, even if they are already underweight; can lead to damage of the stomach linings, teeth, gums, and eventually to death

a. Anorexia nervosa

b. Bulimia

c. Compulsive dieting

d. Food additives

e. Overeating

f. Undereating

g. Food addictions

h. Calorie counting

OBJECTIVE 9

Distinguish between procedures for gaining and losing weight. Write a "G" before procedures for gaining weight and an "L" before procedures for losing weight.

___ 1. Avoid situations that cause nervousness or irritation

___ 2. Begin lunch and dinner with foods that contain fiber

___ 3. Eat calorie-rich foods

___ 4. Eat only enough food at each meal to satisfy hunger

___ 5. Decrease calorie intake

___ 6. Eat preferably only at meal time

___ 7. Eat small portions of high calorie food (snacks) more often during the day

___ 8. Increase daily exercise

___ 9. Reduce calorie requirements by reducing your physical activity each day

__ 10. Substitute milk for water

__ 11. Eat slowly and chew food well

OBJECTIVE 10

Name two sources for determining calorie content of foods.

____

____

OBJECTIVE 11

Name three purposes of exercise.

____

____

____

OBJECTIVE 12

Arrange in order parts of an exercise program. Write the correct numbers in the blanks.

___ Cool-down period

___ Warm-up period

___ Aerobic period

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 13 **Determine desirable weight.** SCORE_____

OBJECTIVE 14 **Measure calorie intake.** SCORE_____

WRITTEN TEST ANSWERS | FOOD HABITS, EXERCISE, AND GOOD HEALTH

F I

OBJECTIVE 1

1. i
2. a
3. f
4. p
5. j
6. h
7. c
8. k
9. o
10. d
11. n
12. q
13. e

OBJECTIVE 2

Any five of the following are acceptable

- A good measure of personal challenge and achievement
- Adequate sleep, rest, and relaxation
- Attention to cleanliness and good grooming
- Correct body posture
- Fun and entertainment
- Good medical and dental care
- Good personal food habits
- Pleasant facial expressions
- Regular exercise and physical activity
- True friends

OBJECTIVE 3

Any five of the following are acceptable

- Advertising
- Attitudes and values
- Family habits
- Geographical location

	• Income and social status • Personal knowledge and personal choices • Religious beliefs • Social influences • Special diets
OBJECTIVE 4	2, 3, 4, 5, 6, 8
OBJECTIVE 5	1, 2, 5, 6
OBJECTIVE 6	1. e 2. d 3. b
OBJECTIVE 7	2, 3, 5
OBJECTIVE 8	1. a 2. c 3. e 4. g 5. b
OBJECTIVE 9	1. G 2. L 3. G 4. L 5. L 6. L 7. G 8. L 9. G 10. G 11. L

OBJECTIVE 10

Any two of the following are acceptable

- Calorie counter books
- Cookbooks
- Nutrition books
- Package labels

OBJECTIVE 11

Any three of the following are acceptable

- Boosts your spirits
- Helps you maintain a good appetite
- Improves general appearance and posture
- Increases blood circulation rate
- Stimulates body organs

OBJECTIVE 12

3, 1, 2

OBJECTIVE 13

Refer to answers to Assignment Sheet 1.

OBJECTIVE 14

Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

MEAL PLANNING

F II

INTRODUCTION

Most people want to look and feel their best. Nice clothes and good grooming can help, but how you look and feel is actually dependent upon the foods you eat. Learning how to plan meals will help you be able to choose the foods that will make you look and feel your best.

UNIT OBJECTIVE

After completing this unit, the student should be able to evaluate and plan nutritious menus. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with meal planning to their correct definitions.
2. Name reasons why the body needs food.
3. Name the major classes of nutrients.
4. Match nutrients to various examples of food sources.
5. Match common food sources to their correct food groups.
6. Match food groups to their suggested daily servings.
7. State the purposes of menu/meal planning.
8. Select from a list factors to consider in meal planning.
9. Complete meal pattern selections.
10. Select from a list ways to give variety to a menu.
11. Select from a list guidelines for writing menus.
12. Evaluate variety in menus. (Assignment Sheet 1)
13. Write groups of food in proper menu form. (Assignment Sheet 2)
14. Plan menus. (Assignment Sheet 3)

SUGGESTED ACTIVITIES

MEAL PLANNING

F II

PREPARATION

- Order materials listed in the suggested resources.
- Invite a dietitian or nutritionist to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Invite a dietitian or nutritionist to speak about food service careers and/or importance of good nutrition.
- Use the "Oklahoma Nutrition Education Training" curriculum as a teaching resource.
- Use the "Nutrition Curriculum Activities Kit" as a teaching resource.

Objectives 3 through 6

- Distribute "How to Eat for Good Health" leaflet.
- Distribute "The Great Vitamin Mystery" booklet.
- Show any of the following films:

  Food Platform

  Foods: Fads and Facts

  Mission Nutrition

  Nutrition: Vitamin Wise

  The Wellness Revolution

  Vitamins: What Do They Do

  What's Good To Eat

- Use "Nutritive Value of Foods" bulletin as a teaching resource.
- Distribute "Sugar and Your Health" brochure.
- Distribute "Sodium and Health" brochure.

- Distribute "Nutrition for Fitness and Health" leaflet.
- Distribute "Nutrition Fitness Puzzle" brochure.
- Distribute "What's the Truth About Sugar" brochure.
- Show the film *Sugar: Nature's Sweetener.*
- Distribute "Nutrient Pursuit: On the Trail to a Healthy Body" brochure.
- Use "Nutrition Information Kit" as a teaching resource.
- Distribute "Micronutrients . . . The Importance of Vitamins and Minerals" brochure.
- Have the students cut from magazines pictures of foods illustrating the various nutrients.

Objectives 7 through 11

- Suggest that students report on articles concerning teenage eating habits or nutrition for a home experience.
- Have students list menus that they would like to serve for one week. Have them prepare the menu for home experience.
- Demonstrate planning and preparation of nutritious snacks and explain their part in a balanced diet.
- Have students collect pictures of menus and meals from magazines. Evaluate these examples in terms of unit information.
- Distribute "Planning a Diet for a Healthy Heart" brochure.
- Distribute "Guide to Infant Nutrition" brochure.
- Use "Let's Make a Meal" teaching kit as a teaching resource.

APPLICATION

Objectives 12 through 14

- Use Assignment Sheet 1 to give students practice in evaluating variety in menus.
- Use Assignment Sheet 2 to give students practice in writing groups of food in proper menu form.
- Use Assignment Sheet 3 to give students practice in planning menus.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Food Platform*
- *Foods: Fads and Facts*
- *Mission Nutrition*
- *The Wellness Revolution*
- *Vitamins: What Do They Do*
- *What's Good to Eat*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order these films from the following services:

- *Food Platform* is available from Pyramid Films, P.O. Box 1048, Santa Monica, California 90406.
- *Vitamins: What Do They Do?* and *Foods: Fads and Facts* are available from Alfred Higgins Products, Inc., 9100 Sunset Blvd., Los Angeles, California 90069.
- *Mission Nutrition* is available from Evol Productions, 14406 Brad Drive, Rockville, Maryland 20853.
- *Nutrition: Vitamin Wise* is available from Aims Instructional Media, 626 Justin Ave., Glendale, California 91201.
- *The Wellness Revolution* is available from Sunset Films, 625 Market St., Penthouse, San Francisco, California 94105.
- *What's Good to Eat* is available from Perennial Education, Inc., 930 Pitner Ave., Evanston, Illinois 60202.
- *Sugar: Nature's Sweetener* is available for free loan from the Sugar Association, 1101 15th St. NW, Washington, D.C. 20005.

Publications

- "How to Eat for Good Health" and "The Great Vitamin Mystery" are available from the National Dairy Council, Rosemont, Illinois 60018.
- "Nutritive Values of Food" is available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh, Stillwater, Oklahoma 74074.
- "Sugar and Your Health" and "Sodium and Health" are available from Kellogg Company, P.O. Box 5159, Kalamazoo, Michigan 49003-5159.
- "Nutrition for Fitness and Health" is available from the Whirlpool Corporation, AIS Dept. F, Administration Center, Benton Harbor, Michigan 49022.
- "Nutrition Fitness Puzzle" and "What's the Truth About Sugar" are available from the Sugar Association, 1101 15th St. NW, Washington, D.C. 20005
- "Nutrient Pursuit: On the Trail to a Healthy Body" is available from McDonald's Corporation, McDonald's Customer and Community Relations Dept., McDonald's Plaza, Oak Brook, Illinois 60521.

- "Nutritional Information Kit" is available from ADM Milling Co., 4550 W. 109th Street, Shawnee Mission, Kansas 66211.
- "Micronutrients . . . The Importance of Vitamins and Minerals" is available from Lipton Nutrition Center, Series-FM, P.O. Box 4154, Syosset, New York 11791.

UNIT REFERENCES

- Kelly, Joan. *Today's Teens*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1984.
- Parnell, Frances Baynor. *Homemaking Skills for Everyday Living*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.
- Sawatzky, Joyce. *Home Economics I*, rev ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

MEAL PLANNING

F II

OBJECTIVE 1

1. k
2. h
3. q
4. m
5. v
6. f
7. b
8. n
9. j
10. c
11. s
12. t
13. x
14. w
15. u
16. o
17. e

OBJECTIVE 2

- Furnishing energy and warmth
- Growth
- Regulating body processes
- Repair and maintenance

OBJECTIVE 3

- Carbohydrates
- Fats
- Minerals
- Proteins
- Vitamins
- Water

OBJECTIVE 4

1. d, h
2. e
3. d
4. g
5. e
6. c
7. g
8. h

OBJECTIVE 5

1. b
2. a
3. f
4. b
5. f
6. g
7. g
8. d
9. a
10. f
11. a
12. d

OBJECTIVE 6

1. a
2. b, c
3. e
4. d
5. d

OBJECTIVE 7

- Provide adequate nutrition for the needs of individuals
- Appeal to appetites of individuals
- Meet special dietary needs of individuals

OBJECTIVE 8

1, 3, 4, 6

OBJECTIVE 9	1. Fruit 2. Milk 3. Supper 4. Protein 5. Vegetable 6. Milk 7. Protein 8. Two 9. Milk
OBJECTIVE 10	1, 4, 5, 7, 8
OBJECTIVE 11	2, 3, 5, 7
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.
OBJECTIVE 13	Refer to answers to Assignment Sheet 2.
OBJECTIVE 14	Refer to answers to Assignment Sheet 3.

PRETEST

MEAL PLANNING

F II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with meal planning to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. First meal of the day

___ 2. Food served with another food

___ 3. Nutrient needed for many body functions and which becomes part of the bones and teeth

___ 4. Substances that the body must have to furnish energy and warmth, to grow, to regulate body processes, and to assist with repair and maintenance

___ 5. Nutrient that is a concentrated source of food energy

___ 6. Largest and most elaborate meal of the day; may be served at noon or in the evening

___ 7. Nutrient necessary for building and repairing body tissues

___ 8. Portion of food taken at one time to satisfy appetite and provide nutrients

___ 9. Nutrient necessary for growth and regulation of the body processes

__ 10. List of foods served as a meal

__ 11. Food eaten at one setting

__ 12. Moderately heavy meal served at noon

a. Meal planning

b. Protein

c. Menu

d. Planning pattern

e. Supper

f. Dinner

g. Appetite

h. Accompaniment

i. Body processes

j. Vitamins

k. Breakfast

l. Calorie

m. Nutrient

n. Serving

o. Recommended Daily Allowances (RDA)

p. Food energy

q. Mineral

r. Variety

___13. Variety of foods eaten in sufficient amounts daily to meet the body's nutritional needs

___14. Nutrient that supplies energy and warmth to the body

___15. Foods categorized according to their similarity in nutritive content

___16. Daily nutrient allowances recommended for healthy persons set by the Food and Nutrition Board of the National Research Council

___17. A moderately heavy meal served in the evening

s. Meal

t. Lunch

u. Food groups

v. Fat

w. Carbohydrate

x. Balanced diet

y. Nutritionist

z. Diet

OBJECTIVE 2 **Name four reasons why the body needs food.**

____

____

____

____

OBJECTIVE 3 **Name the six major classes of nutrients.**

____

____

____

____

____

____

OBJECTIVE 4

Match nutrients to various examples of food sources. Write the correct letters in the blanks. Blanks may have more than one correct letter. (You may use each letter more than once.)

___ 1. Orange juice
___ 2. Biscuit
___ 3. Carrots
___ 4. Peanut butter
___ 5. Honey
___ 6. Cottage cheese
___ 7. Pork chop
___ 8. Soft drink

a. Calories
b. Diets
c. Minerals
d. Vitamins
e. Carbohydrates
f. Fats
g. Proteins
h. Water

OBJECTIVE 5

Match common food sources to their correct food groups. Write the correct letters in the blanks. (You may use each letter more than once.)

___ 1. Cheese
___ 2. Chicken
___ 3. Grapefruit
___ 4. Ice Cream
___ 5. Lettuce
___ 6. Mayonnaise
___ 7. Oil
___ 8. Rice
___ 9. Steak
__ 10. Strawberries
__ 11. Walnuts
__ 12. Whole-grain bread

a. Meat group
b. Milk group
c. Beverage group
d. Bread and cereal group
e. Protein group
f. Vegetable and fruit group
g. Fat group
h. Mineral group

OBJECTIVE 6

Match food groups to their suggested daily servings. Write the correct letters in the blanks. Letters may be used more than once.

____1. Fat group

____2. Milk group

____3. Meat group

____4. Bread and cereal group

____5. Vegetable and fruit group

a. 1 serving each day

b. 2 servings or more each day for adults

c. 3 or 4 servings each day for children and teens

d. 4 servings or more each day

e. 2 servings or more each day

OBJECTIVE 7

State the three purposes of meal/menu planning.

____

____

____

OBJECTIVE 8

Select from the following list factors to consider in meal planning. Write an "X" in the blank before each correct answer.

____1. Availability of the food

____2. Method of planning

____3. Use of make-overs (leftovers)

____4. Variety

____5. Cost of the equipment

____6. Meal patterns

____7. Time needed for shopping

OBJECTIVE 9

Complete meal pattern selections. Fill in the blanks with the correct words.

BREAKFAST PATTERN

1. ________________ (citrus)
Main Dish (cereals, pancakes, etc.)
Bread
Fat

2. ________________ or other beverage

3. LUNCH or________________ PATTERN

4. Main Dish (________________ food)

5. ________________ and/or Fruit

Bread

6. ________________ or other beverage

DINNER PATTERN

7. Main Dish (________________ food)

8. ________________ Vegetables

Bread

9. ________________ or other beverage

OBJECTIVE 10

Select from the following list ways to give variety to a menu. Write an "X" in the blank before each correct answer.

___ 1. Flavor

___ 2. Method of preparation

___ 3. Nutrients

___ 4. Temperature

___ 5. Texture

___ 6. Time

___ 7. Color contrast

___ 8. Size and shape

OBJECTIVE 11

Select from the following list guidelines for writing menus. Write an "X" in the blank before each correct answer.

____1. Capitalize all words

____2. Space the words on paper to make it easy to read and look attractive

____3. Write the main course with meat first and the bread before the beverage

____4. Write the menu so that dishes generally appear in alphabetical order

____5. Indicate how the food is to be prepared

____6. Write the beverage first

____7. Write the main food on the left with any accompaniment on the right

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 12 **Evaluate variety in menus.** SCORE_____

OBJECTIVE 13 **Write groups of food in proper menu form.** SCORE_____

OBJECTIVE 14 **Plan menus.** SCORE_____

MEAL PLANNING

OBJECTIVE 1

Match terms associated with meal planning to their correct definitions.

- **Accompaniment**—Food served with another food

  Example: Broccoli with cheese sauce

- **Balanced diet**—Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs
- **Breakfast**—First meal of the day
- **Carbohydrate**—Nutrient that supplies energy and warmth to the body
- **Dinner**—Largest and most elaborate meal of the day; may be served at noon or in the evening
- **Fat**—Nutrient that is a concentrated source of food energy
- **Food groups**—Foods categorized according to their similarity in nutritive content
- **Lunch**—Moderately heavy meal served at noon
- **Meal**—Food eaten at one setting
- **Menu**—List of foods served as a meal
- **Mineral**—Nutrient needed for many body functions and which becomes part of the bones and teeth
- **Nutrient**—Substances that the body must have to furnish energy and warmth, to grow, to regulate body processes and to assist with repair and maintenance
- **Protein**—Nutrient necessary for building and repairing body tissues
- **Recommended Daily Allowances (RDA)**—Daily nutrient allowances recommended for healthy persons set by the Food and Nutrition Board of the National Research Council
- **Serving**—Portion of food taken at one time to satisfy appetite and provide nutrients
- **Supper**—Moderately heavy meal served in the evening

- **Vitamin**—Nutrient necessary for growth and regulation of the body processes

OBJECTIVE 2

Name reasons why the body needs food.

Eating the proper foods will help your body look and feel its best. The body needs food to assist with . . .

- Furnishing energy and warmth
- Growth
- Regulating body processes

  Examples: Digestion, blood circulation, elimination, breathing, heart beat
- Repair and maintenance

OBJECTIVE 3

Name the major classes of nutrients.

Food can only assist the body in working properly if the correct foods are eaten every day. The body needs foods that contain the following six major nutrients:

- Carbohydrates

  Examples: Sugar, starch, fiber
- Fats
- Minerals

  Examples: Calcium, phosphorous, iron, iodine
- Proteins
- Vitamins

  Examples: A, B, C, D, thiamine, niacin, riboflavin
- Water

OBJECTIVE 4

Match nutrients to various examples of food sources.

To insure that the body gets the six major nutrients everyday, it is necessary to know what foods contribute to each of the nutritive classes.

NUTRIENTS	FOOD SOURCE EXAMPLES
Carbohydrates	honey, jam, jelly, molasses, breads, cereals, corn, peas, beans, potatoes, and pasta
Fats	butter, margarine, cream, bacon, salad dressings, and oils
Minerals	milk, cheese, liver, and iodized table salt
Proteins	meat, poultry, fish, eggs, and nuts
Vitamins	fruits and vegetables
Water	water, beverages, and soups

OBJECTIVE 5 **Match common food sources to their correct food groups.**

The easiest way to get the nutrients you need every day is to develop a plan. Nutritionists have made a plan for you to follow that lists foods into five general groups.

FOOD GROUP	COMMON FOOD SOURCES
Bread and Cereal Group	bread, cereals, crackers, pasta, flour, rice
Fat Group	butter, margarine, cooking fats, cream, salad oil, mayonnaise
Meat Group	meat, poultry, fish, eggs, nuts, legumes
Milk Group	milk, cheese, ice cream
Vegetable and Fruit Group	green and yellow vegetables, potatoes, leafy vegetables, other vegetables citrus fruits, tomatoes, bananas, berries

OBJECTIVE 6

Match food groups to their suggested daily servings.

In addition to knowing the food sources and food groups, you will need to know how much of each group should be eaten to help you look and feel your best. The recommended daily allowances (RDA) for each nutrient will be met if the following number of servings per food group are eaten each day.

- **Bread and Cereal Group**—4 servings or more each day
- **Fat Group**—1 serving each day
- **Meat Group**—2 servings or more each day
- **Milk Group**—3 or 4 servings each day for children and teens; 2 servings or more each day for adults
- **Vegetable and Fruit Group**—4 servings or more each day

OBJECTIVE 7

State the purposes of menu/meal planning.

Once you have the information concerning the recommended daily allowances (RDA) of the nutrients and know how many servings are needed from the five food groups, you will be ready to develop a menu or meal plan. A meal plan's purposes are to:

- Provide adequate nutrition for the needs of individuals
- Appeal to appetites of individuals
- Meet special dietary needs of individuals

  Examples: Health conditions, food allergies, weight problems, sports diets

OBJECTIVE 8

Select from a list factors to consider in meal planning.

To begin the meal planning process, there are several factors you will first want to consider.

- Availability of the food

  NOTE: The season of the year may determine what is available for purchase.

- Cost of the food

  NOTE: Your food budget will influence the foods you purchase and prepare.

- Equipment needed for preparation
- Meal patterns

  NOTE: The foods you eat at each meal must add up to a nutritionally balanced diet.

- Method of preparation

  Examples: Baking, roasting, deep-frying, boiling

- Time needed for preparation
- Use of make-overs (leftovers)
- Variety

  NOTE: Adding variety to the foods you eat makes meals more interesting and more appealing

OBJECTIVE 9

Complete meal pattern selections.

Nutrients best benefit the body when they are consumed over the course of the day. No one single meal can provide all the nutrients you need. It is therefore important to use a meal pattern to help you select the foods you need to eat each day. The following meal pattern will help you plan good nutritious meals.

BREAKFAST PATTERN

Fruit (citrus)
Main dish (cereal, pancakes, etc.)
Bread
Fat
Milk or other beverage

LUNCH OR SUPPER PATTERN

Main dish (protein food)
Vegetable and/or fruit
Bread
Milk or other beverage

DINNER PATTERN

Main dish (Protein food)
Two vegetables
Bread
Milk or other beverage

OBJECTIVE 10 **Select from a list ways to give variety to a menu.**

Foods must look good before they will be eaten. Pleasing combinations of foods will look attractive and stimulate the appetite. Assignment Sheet 1 will give you practice in evaluating variety in menus. The following list includes ways to give variety to a meal.

- Color contrast

  NOTE: Use a combination of two or more colors of food that go well together. Contrasting color in food will add interest and enhance the appearance of the food.

- Flavor

  NOTE: Avoid serving foods with similar flavors or too many sweet, sour, or highly seasoned foods at the same time.

- Size and shape

  NOTE: Foods naturally have different shapes, such as round peas and long, slender green beans. Foods can be prepared to have different shapes by cubing, shredding, or slicing. Variety in shapes and sizes adds interest, is more pleasing to the eye, and is more appetizing.

- Texture

  NOTE: Select foods which are crisp, crunchy, hard, soft, and tender for additional eating pleasure. Too many foods of the same texture, whether soft or crisp, will detract from the meal.

- Temperature

  NOTE: A good rule to follow is to include something hot in a cold meal and something cold in a hot meal. Serve hot foods HOT and cold foods COLD.

OBJECTIVE 11

Select from a list guidelines for writing menus.

Many people have discovered that writing down their menus or meal plans helps them develop their shopping list and allows them an opportunity to evaluate their menu for nutritive content. The way a menu is written indicates what is to be served, the order in which the food is to be served, and how it is to be prepared. Assignment Sheet 2 allows you an opportunity to practice writing groups of food in proper menu form. Assignment Sheet 3 requires you to actually plan menus.

Use the following guidelines to write menus in the proper form

- Capitalize all words except conjunction, prepositions, and articles
- Indicate how the food is to be prepared

  Examples: Baked Potato, Buttered Corn, Creamed Corn
- Space the words on paper to make it easy to read and to look attractive
- Write the beverage last
- Write the main course with meat first and the bread before the beverage
- Write the main food on the left with any accompaniment on the right
- Write the menu so that dishes generally appear in the order the food will be served.

  NOTE: Butter, margarine, cream, and sugar may or may not be written. However, if not included in the written form, it is assumed they are on the table for use, if desired.

Examples:

BREAKFAST

Orange Juice
Corn Flakes Milk
Scrambled Eggs
Buttered Toast
Milk

LUNCH

Coney with Chili
Tossed Green Salad
Apple Crisp
Milk

DINNER

Melon Ball Cocktail
Consomme Saltines
Baked Ham
Glazed Sweet Potatoes with Almonds
Broccoli with Cheese Sauce
Plum Jelly
Cloverleaf Rolls
Peppermint Parfait
Iced Tea Coffee

NAME ______________________________ SCORE ______

OBJECTIVE 12 **Evaluate variety in menus.**

INTRODUCTION Objectives 8 through 10 deal with the importance of adding variety to meal plans. Even though you follow a meal plan, you need to add variety to your meals by considering color, size and shape, texture, flavor, temperature, and method of cooking. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Evaluate the following menus and explain briefly what changes could be made to improve the attractiveness, variety, and eye appeal of the meal.

1.

Baked White Fish
Scalloped Potatoes Creamed Cauliflower Casserole
Celery
Hot Biscuits Butter
Vanilla Ice Cream
Milk Coffee

What is wrong with this menu? ______________________

____

____

What changes could be made to improve the menu? ______

____

____

2.

Meat Balls
Brussels Sprouts Boiled Potatoes
Tossed Salad with Cherry Tomatoes
Cloverleaf Rolls
Fruit Cocktail Chocolate Drop Cookies
Milk Coffee

What is wrong with this menu? ____________________

____

____

What changes could be made to improve this menu? ______

____

____

3.

Broiled Pork Chops
Mashed Sweet Potatoes Rice
Jello Salad
Biscuits
Applesauce
Milk Coffee

What is wrong with this menu? ____________________

____

____

What changes could be made to improve this menu? ______

____

____

ASSIGNMENT SHEET 2

MEAL PLANNING

F II

NAME ______________________ SCORE ________

OBJECTIVE 13 **Write groups of food in proper menu form.**

INTRODUCTION Objective 11 deals with guidelines for writing menus. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Write each of the following groups of food in proper menu form.

1. Tomato juice, scrambled eggs, milk and coffee, and sweet rolls for breakfast
2. Lemon cheese cake, pork chops (breaded), baked potato, tossed apple salad, buttered broccoli, bran muffins with butter, coffee and iced tea for dinner
3. Milk and tea, peanut butter cookies, carrot and celery sticks, sloppy joes for supper

ASSIGNMENT SHEET 3

MEAL PLANNING

NAME ______________________________ SCORE ________

OBJECTIVE 14

Plan menus.

INTRODUCTION

Objectives 5 through 11 deal with planning nutritious and appealing menus. The activity on this assignment sheet emphasizes this area.

DIRECTIONS

Using all the information you have learned in this unit, plan three meals which will provide the nutrients needed for one day for a family including children. Be sure to include the recommended daily allowances (RDA) of each nutrient by using the five food groups, the meal patterns, and menu variety. The menus should be written in proper form.

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

1. Most of the foods on the menu are white.

   Change the colors in the menu by substituting more colorful food for some of the items. For example, the creamed cauliflower casserole could be replaced by a dark green vegetable such as green beans and the celery could be replaced with a green salad. A more colorful dessert such as chocolate cake could be substituted for the vanilla ice cream.

2. Most of the foods on the menu are of the same size and shape.

   Change the shape of some of some of the foods in the menu. For example, the boiled potatoes could be replaced by mashed potatoes and the cherry tomatoes could be eliminated from the salad or cut in wedge shaped sections.; The cloverleaf rolls could be replaced with sliced bread and brownie squares could be substituted for the chocolate drop cookies.

3. Most of the foods on the menu are of the same texture.

   Change the texture of some of the foods in the menu. For example, the Jello salad could be replaced with a crisp green salad and the mashed sweet potatoes could be replaced with a crisper vegetable such as green beans or peas.

ASSIGNMENT SHEET 2

1. BREAKFAST

   Tomato Juice
   Scrambled Eggs
   Sweet Rolls
   Milk Coffee

2. DINNER

Breaded Pork Chops
Baked Potato
Buttered Broccoli
Tossed Apple Salad
Bran Muffins Butter
Lemon Cheese Cake
Coffee Iced Tea

3. SUPPER

Sloppy Joes
Carrot and Celery Sticks
Peanut Butter Cookies
Milk Tea

ASSIGNMENT SHEET 3

Use the following criteria for evaluation.

- The three menus should total 4 servings or more from the Bread and Cereal Group, 1 serving from the Fat Group, 2 servings or more from the Meat Group, 3 or 4 servings from the Milk Group, and 4 servings or more from the Vegetable and Fruit Group.
- Each menu should follow the meal patterns as shown below:

BREAKFAST PATTERN	LUNCH OR SUPPER PATTERN
Fruit (citrus)	Main Dish (protein food)
Main Dish (cereal, pancakes, etc.)	Vegetable and/or Fruit
Bread	Bread
Fat	Milk or other beverage
Milk or other beverage	

DINNER PATTERN

Main Dish (protein food)
Two Vegetables
Bread
Milk or other beverage

- Each menu should use variety in color, flavor, size and shape, texture and temperature.
- Each menu should be written in the proper form using the following guidelines
    - Capitalize all words except conjunctions, prepositions, and articles
    - Indicate how the food is to be prepared
    - Space the words on paper to make it easy to read and to look attractive
    - Write the beverage last
    - Write the main course with meat first and the bread before the beverage
    - Write the main food on the left with any accompaniment on the right
    - Write the menu so the dishes generally appear in the order the food will be served

WRITTEN TEST

MEAL PLANNING

F II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with meal planning to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. First meal of the day

___ 2. List of foods served as a meal

___ 3. Food served with another food

___ 4. Food eaten at one sitting

___ 5. Nutrient needed for many body functions and which becomes part of the bones and teeth

___ 6. Moderately heavy meal served at noon

___ 7. Substances that the body must have to furnish energy and warmth, to grow, to regulate body processes, and to assist with repair and maintenance

___ 8. Variety of foods eaten in sufficient amounts daily to meet the body's nutritional needs

___ 9. Nutrient that is a concentrated source of food energy

___ 10. Nutrient that supplies energy and warmth to the body

___ 11. Largest and most elaborate meal of the day; may be served at noon or in the evening

___ 12. Foods categorized according to their similarity in nutritive content

___ 13. Nutrient necessary for building and repairing body tissues

a. Meal planning

b. Protein

c. Menu

d. Planning pattern

e. Supper

f. Dinner

g. Appetite

h. Accompaniment

i. Body processes

j. Vitamin

k. Breakfast

l. Calorie

m. Nutrient

n. Serving

o. Recommended Daily Allowances (RDA)

p. Food energy

q. Mineral

r. Variety

s. Meal

___14. Daily nutrient allowances recommended for healthy persons set by the Food and Nutrition Board of the National Research Council

___15. Portion of food taken at one time to satisfy appetite and provide nutrients

___16. Moderately heavy meal served in the evening

___17. Nutrient necessary for growth and regulation of the body processes

t. Lunch

u. Food groups

v. Fat

w. Carbohydrate

x. Balanced diet

y. Nutritionist

z. Diet

OBJECTIVE 2 **Name four reasons why the body needs food.**

OBJECTIVE 3 **Name the six major classes of nutrients.**

OBJECTIVE 4

Match nutrients to various examples of food sources. Write the correct letters in the blanks. Blanks may have more than one letter. (You may use each letter more than once.)

___ 1. Orange juice

___ 2. Biscuit

___ 3. Carrots

___ 4. Peanut butter

___ 5. Honey

___ 6. Cottage cheese

___ 7. Pork chop

___ 8. Soft drink

a. Calories

b. Carbohydrates

c. Diets

d. Fats

e. Minerals

f. Proteins

g. Vitamins

h. Water

OBJECTIVE 5

Match common food sources to their correct food groups. Write the correct letters in the blanks. (You may use each letter more than once.)

___ 1. Steak

___ 2. Rice

___ 3. Oil

___ 4. Lettuce

___ 5. Walnuts

___ 6. Grapefruit

___ 7. Strawberries

___ 8. Ice cream

___ 9. Chicken

___ 10. Mayonnaise

___ 11. Cheese

___ 12. Whole-grain bread

a. Meat group

b. Milk group

c. Beverage group

d. Bread and cereal group

e. Protein group

f. Vegetable and fruit group

g. Fat group

h. Mineral group

OBJECTIVE 6 **Match food groups to their suggested daily servings.** Write the correct letters in the blanks. (Letters may be used more than once.)

____1. Bread and Cereal Group
____2. Fat Group
____3. Meat Group
____4. Milk Group
____5. Vegetable and Fruit Group

a. 1 serving each day
b. 2 servings or more each day for adults
c. 3 or 4 servings each day for children and teens
d. 4 servings or more each day
e. 2 servings or more each day

OBJECTIVE 7 **State the three purposes of meal/menu planning.**

____

____

____

____

OBJECTIVE 8 **Select from the following list factors to consider in meal planning.** Write an "X" in the blank before each correct answer.

____1. Cost of the equipment
____2. Availability of the food
____3. Meal patterns
____4. Method of planning
____5. Time needed for shopping
____6. Use of make-overs (leftovers)
____7. Variety

OBJECTIVE 9

Complete meal pattern selections. Fill in the blanks with the correct words.

BREAKFAST PATTERNS

1. ________________ (citrus)
Main Dish (cereals, pancakes, etc.)
Bread
Fat

2. ________________ or other beverage

3. LUNCH or ________________ PATTERN

4. Main Dish (________________ food)

5. ________________ and/or Fruit

Bread

6. ________________ or other beverage

DINNER PATTERN

7. Main Dish (________________ food)

8. ________________ Vegetables

Bread

9. ________________ or other beverage

OBJECTIVE 10

Select from the following list ways to give variety to a menu. Write an "X" in the blank before each correct answer.

___ 1. Time

___ 2. Texture

___ 3. Nutrients

___ 4. Flavor

___ 5. Temperature

___ 6. Method of preparation

___ 7. Size and shape

___ 8. Color contrast

OBJECTIVE 11 **Select from the following list guidelines for writing menus.** Write an "X" in the blank before each correct answer.

____1. Capitalize all words

____2. Indicate how the food is to be prepared

____3. Space the words on paper to make it easy to read and to look attractive

____4. Write the beverage first

____5. Write the main course with meat first and the bread before the beverage

____6. Write the main food on the left with any accompaniment on the right

____7. Write the menu so that dishes generally appear in alphabetical order

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 12 **Evaluate variety in menus.** SCORE_____

OBJECTIVE 13 **Write groups of food in proper menu form.** SCORE_____

OBJECTIVE 14 **Plan menus.** SCORE_____

WRITTEN TEST ANSWERS

MEAL PLANNING

F II

OBJECTIVE 1

1. k
2. c
3. h
4. s
5. q
6. t
7. m
8. x
9. v
10. w
11. f
12. u
13. b
14. o
15. n
16. e
17. j

OBJECTIVE 2

- Furnishing energy and warmth
- Growth
- Regulating body processes
- Repair and maintenance

OBJECTIVE 3

- Carbohydrates
- Fats
- Minerals
- Proteins
- Vitamins
- Water

OBJECTIVE 4

1. g, h
2. b
3. g
4. f
5. b
6. e
7. f
8. h

OBJECTIVE 5

1. a
2. d
3. g
4. f
5. a
6. f
7. f
8. b
9. a
10. g
11. b
12. d

OBJECTIVE 6

1. d
2. a
3. e
4. b, c
5. d

OBJECTIVE 7

- Provide adequate nutrition for needs of individuals
- Appeal to appetites of individuals
- Meet special dietary needs of individuals

OBJECTIVE 8

2, 3, 6, 7

742

OBJECTIVE 9

1. Fruit
2. Milk
3. Supper
4. Protein
5. Vegetable
6. Milk
7. Protein
8. Two
9. Milk

OBJECTIVE 10 2, 4, 5, 7, 8

OBJECTIVE 11 2, 3, 5, 6

OBJECTIVE 12 Refer to answers to Assignment Sheet 1.

OBJECTIVE 13 Refer to answers to Assignment Sheet 2.

OBJECTIVE 14 Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

SAFETY AND SANITATION

F III

INTRODUCTION

Food preparation means more than getting food ready to eat. It also means keeping yourself and the food safe. You can keep yourself safe by keeping the kitchen clean and by following certain safety measures. You can keep the food safe by keeping the food free of bacteria and by storing it properly.

UNIT OBJECTIVE

After completing this unit, the student should be able to practice kitchen safety and sanitation. The student will demonstrate these competencies by completing the assignment sheet and written test with a minimum of 100 percent accuracy.

SPECIFIC OBJECTIVE

After completing this unit, the student should be able to:

1. Match terms associated with safety and sanitation to their correct definitions.
2. Select from a list guidelines for preventing kitchen accidents.
3. Match types of fires to correct extinguishing methods.
4. List sanitary practices that should be followed in food preparation.
5. Describe ways to prevent various types of food contamination.
6. List ways to control pests.
7. Identify unsafe situations. (Assignment Sheet 1)

SUGGESTED ACTIVITIES

SAFETY AND SANITATION

F III

PREPARATION

- Order materials listed in the suggested resources.
- Invite guest speakers.
    - Ask a food service supervisor to speak to the class.
    - Invite a fire fighter to serve as a guest speaker.
    - Have a doctor, nurse, or other medical personnel to speak to the class.

NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Have students complete this unit of instruction before being allowed to participate in any food preparation lab situations.
- Invite food service supervisor to speak to the class on food service careers and rules and regulations concerning food handling.
- Have students demonstrate proper treatments for cuts, burns, eye injuries, poisoning, and choking. Information sheets for these treatments are located in Section C, Unit I—"Child Care Worker."
- Invite a doctor, nurse, or other medical personnel to demonstrate to the class proper first aid treatments.
- Set up improper hygienic practices and safety hazards in the home economics kitchen. Have students identify them and discuss ways to prevent accidents which may occur.
- Arrange a field trip to a commercial food preparation establishment such as a cafeteria, drive-in, or restaurant in order for students to observe safety and sanitation practices. Evaluate and discuss the observed situations after leaving the establishment.
- As the class progresses through the foods and nutrition units of instruction, have the students evaluate other food preparation groups' use of safety and sanitation procedures.
- Distribute the "Planning for Safety" brochure.

- Show the following films.
    - *Kitchen Safety: Preventing Burns*
    - *Kitchen Safety: Preventing Cuts and Strains*
    - *Kitchen Safety: Preventing Falls*

Objective 3

- Invite a fire fighter to demonstrate how to use a fire extinguisher.
- Have classroom fire extinguishers checked before beginning any foods labs.

Objective 4 through 6

- Use "The Spoilage Zone" as a teaching resource.
- Use "The Safe Food Book" as a teaching resource.
- Show the following films.
    - *Kitchen Sanitation*
    - *Sanitation: Why All the Fuss*
    - *Sanitation: Rules Make Sense*
    - *Food Safety Is No Mystery*

APPLICATION

Objective 7

- Use Assignment Sheet 1 to give students practice in identifying unsafe situations.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on the assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Kitchen Safety: Preventing Burns*
- *Kitchen Safety: Preventing Cuts and Strains*
- *Kitchen Safety: Preventing Falls*
- *Kitchen Sanitation*
- *Sanitation: Why All the Fuss*
- *Sanitation: Rules Make Sense*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order these films from the following sources.

- *Kitchen Safety: Preventing Burns*, *Kitchen Safety: Preventing Cuts and Strains*, *Kitchen Safety: Preventing Falls*, *Sanitation: Why All the Fuss*, and *Sanitation: Rules Make Sense* may be ordered from National Educational Media, 21601 Devonshire Street, Chatsworth, California 91311.
- *Kitchen Sanitation* may be ordered from Applied Management Systems Inc., Box 457, Roswell, Georgia 30077.
- *Food Safety is No Mystery* (videotape) is available from the Food Safety and Inspection Service, U.S. Department of

Agriculture, Room 1165 - South Bldg., Washington, D.C. 20250.

Publications

- "Planning for Safety" brochure is available for a small fee from the Health and Safety Education Division, Metropolitan Life Insurance Company, One Madison Avenue, New York, New York 10010.
- "The Spoilage Zone" teaching resource is available from the Quaker Oats Company, P.O. Box 9003, Chicago, Illinois 60604-9003.
- "The Safe Food Book" Home and Garden Bulletin #241 is available from the U.S. Department of Agriculture, FSIS - Publications, Room 1163 - S, Washington, D.C. 20250.

UNIT REFERENCES

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- Kelly, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
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- Ray and Lewis. *Exploring Professional Cooking*. New York: Bennett Publishing Co., 1986.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

SAFETY AND SANITATION

F III

OBJECTIVE 1

1. e
2. d
3. c
4. i
5. a
6. g

OBJECTIVE 2

2, 3, 4, 6, 8, 9, 10

OBJECTIVE 3

1. c
2. a
3. d

OBJECTIVE 4

Any six of the following are acceptable

- Avoid touching eating surfaces of plates, flatware, and glasses
- Do not handle food if you have an open cut or wound on your hands
- Keep hair out of food by covering it or tying it back
- Keep all pets out of the kitchen
- Keep work areas clean
- Scrub hands after working with raw meats or other raw food
- Use a tasting spoon only once before washing
- Use a separate spoon for stirring
- Use one towel for dishes and a separate towel for hands
- Wear clean, washable, and comfortable clothes

- Do not use flatware, utensils, or towels that have fallen to the floor, until they are washed
- Work with clean hands and fingernails

OBJECTIVE 5

- Biological—Cook and store food at proper temperatures. Store food below 40°F or keep above 140°F while waiting to be served. Defrost food in the refrigerator. Keep bacteria away from the food.
- Foreign substances—Keep dirt, chemicals, metals, or other foreign substances away from food. Purchase meats, fruits, and vegetables from reputable dealers. Handle and store the food properly.
- Spoilage—Use perishable foods as soon as possible after purchasing. Handle and store the food properly. When in doubt—throw it out.

OBJECTIVE 6

Any four of the following are acceptable

- Clean shelves and drawers frequently
- Clean up spilled food immediately
- Keep all food covered
- Keep all pets out of the kitchen
- Keep floor clean
- Repair cracks in work area counters
- Store equipment in clean areas
- Use traps and poisons carefully

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with safety and sanitation to their correct definitions. Write the correct letters in the blanks.

___ 1. Foods that have become impure by contact with unclean people or equipment

___ 2. Methods used to prevent and control the spread of bacteria and other microorganisms

___ 3. Organisms that depend on something else for existence; cause contamination when introduced into foods

___ 4. Loss of food by allowing it to become unfit to eat, drink, or use

___ 5. Microorganisms that grow rapidly by dividing in half; cause food to spoil

___ 6. Foods that spoil easily such as milk products, meat, and salad greens

a. Bacteria
b. Hygiene
c. Parasites
d. Sanitation
e. Contaminated foods
f. Hazard
g. Perishable foods
h. Safety
i. Spoilage

OBJECTIVE 2

Select from the following list guidelines for preventing kitchen accidents. Write an "X" in the blank before each correct answer. (Question is continued on the following page.)

___ 1. Keep cupboard doors open

___ 2. Keep electrical appliances away from water

___ 3. Store kitchen chemicals safely

___ 4. Use dry pot holders when handling hot pots

___ 5. Wear loose, comfortable clothing and shoes

___ 6. Keep handles of pots away from the outer edge of the range

____7. Store sharp objects and knives with other utensils

____8. Open the lids of pots and pans away from yourself

____9. Avoid overloading electrical outlets

____10. Disconnect cords by pulling on the plug

OBJECTIVE 3

Match types of fires to correct extinguishing methods. Write the correct letters in the blanks

____1. Fires other than pan or grease fires

____2. Grease fires

____3. Pan fires

a. Baking soda

b. Fire alarm

c. Fire extinguisher, water, or wet rags

d. Pan lid

e. Smoke detector

OBJECTIVE 4

List six sanitary practices that should be followed in food preparation.

OBJECTIVE 5

Describe ways to prevent various types of food contamination.

- Biological

- Foreign substances

- Spoilage

OBJECTIVE 6 **List four ways to control pests.**

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objective

OBJECTIVE 7 **Identify unsafe situations.** SCORE ____

INFORMATION SHEET

SAFETY AND SANITATION

F III

OBJECTIVE 1

Match terms associated with safety and sanitation to their correct definitions.

- **Bacteria**—Microorganisms that grow rapidly by dividing in half; cause food to spoil
- **Contaminated foods**—Foods that have become impure by contact with unclean people or equipment
- **Parasites**—Organisms that depend on something else for existence; cause contamination when introduced into food
- **Perishable foods**—Foods that spoil easily such as milk products, meat, and salad greens
- **Sanitation**—Methods used to prevent and control the spread of bacteria and other microorganisms
- **Spoilage**—Loss of food by allowing it to become unfit to eat, drink, or use

OBJECTIVE 2

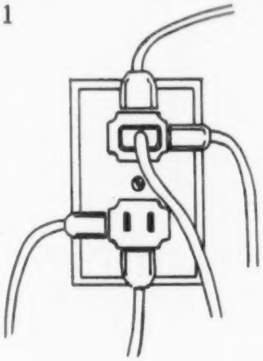
Select from a list guidelines for preventing kitchen accidents.

Of all the accidents that occur in a home every year, more accidents happen in the kitchen than in any other place. Assignment Sheet 1 will allow you to identify unsafe situations. Follow these guidelines to help keep the kitchen safe:

- Avoid overloading electrical outlets (Figure 1)

  NOTE: Overloading circuits may result in a fire. Keep excess electrical cords fastened together.

  FIGURE 1

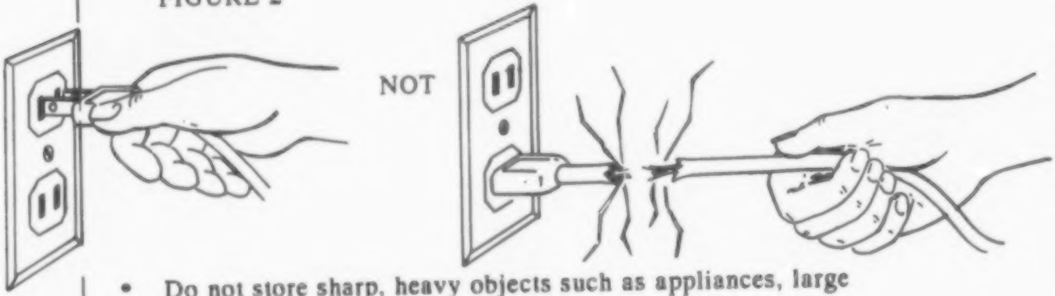


- Be careful with flammable materials

  NOTE: Using materials such as cooking oil, grease, and cleaning aerosols near flames or electric burners can cause flash burns and kitchen fires. Pot holders and hand or dish towels can easily catch on fire near a kitchen range.

- Disconnect cords by pulling plug, NOT cord. (Figure 2)

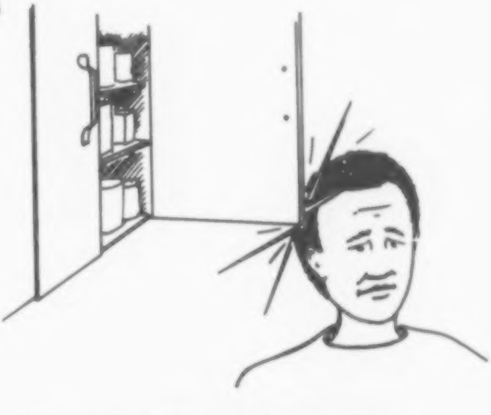
FIGURE 2



- Do not store sharp, heavy objects such as appliances, large utensils, or large pans overhead
- Follow appliance directions carefully, and do not remove safety labels or guards from appliances
- Keep cupboard doors closed (Figure 3)

  NOTE: Open cupboard doors can cause injuries to all family members.

FIGURE 3

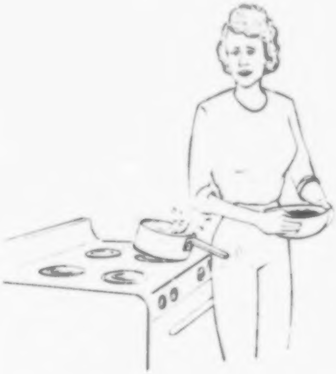


- Keep electrical appliances away from water

  NOTE: Allowing electrical appliances to contact water can cause electrocution even if the appliance is not in use.

- Keep handles of pans turned away from outer edges of the range (Figure 4)

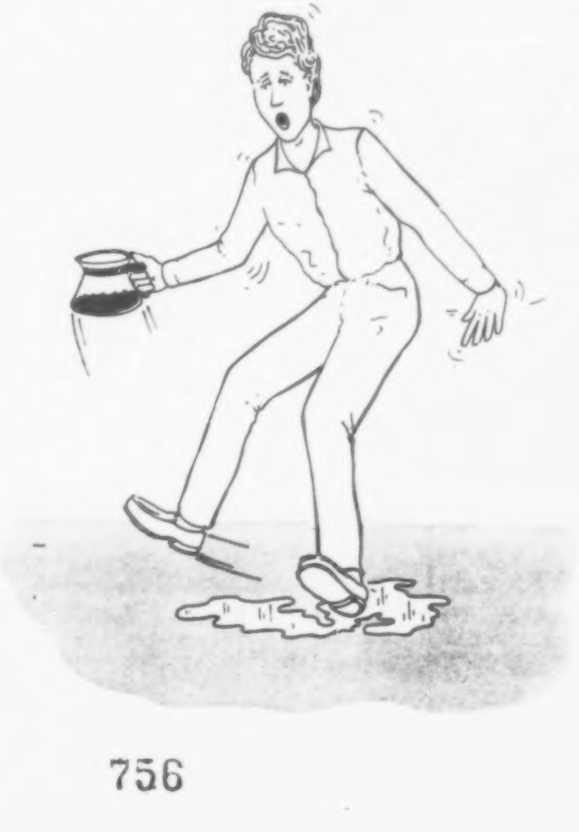
FIGURE 4



- Keep kitchen floors clean and dry to avoid any accidents by slipping (Figure 5)

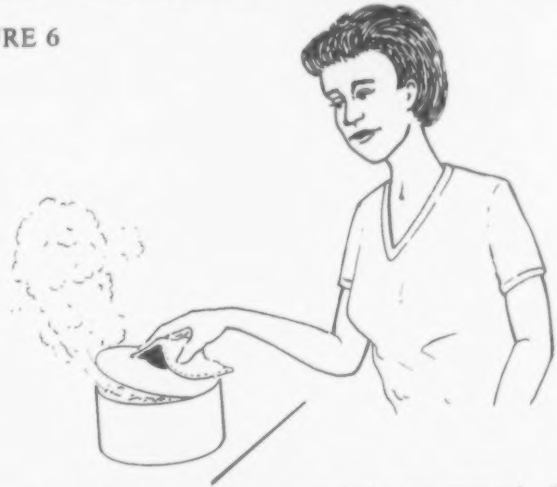
NOTE: All spills should be wiped up immediately.

FIGURE 5



- Open the lids of pots and pans away from you so steam will not burn hands or face as lid is removed (Figure 6)

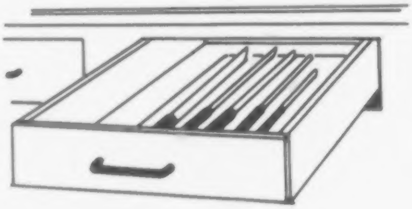
FIGURE 6



- Store and wash sharp objects and knives separately (Figure 7)

NOTE: This will prevent cuts and the blades will remain sharper longer. Do not place knives in the dishwasher but wash separately. Drawer dividers will help in storing sharp objects and knives away from other items.

FIGURE 7

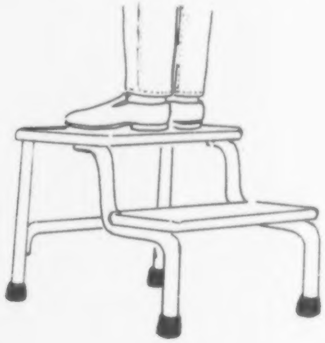


- Store kitchen chemicals safely

NOTE: Always store chemicals, such as cleaners, in the original containers, out of reach of children, and away from food. DO NOT reuse containers from kitchen chemicals.

- Use a sturdy stool when reaching for objects (Figure 8)

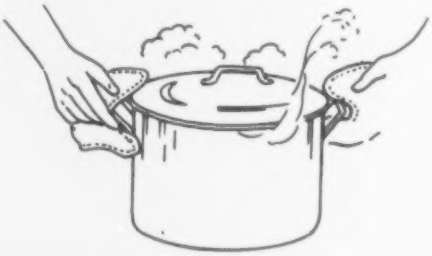
FIGURE 8



- Use dry pot holders when handling hot pots to avoid burns (Figure 9)

NOTE: Wet pot holders or damp dish towels carry heat and cause steam burns. Aprons or shirt tails do not make safe pot holders.

FIGURE 9



- Wear safe clothing and shoes

NOTE: Avoid fuzzy clothing or long, bulky sleeves that might catch fire easily. Also, avoid dangling jewelry that might catch on handles of pots and pans. Keep hair covered or tied back.

OBJECTIVE 3

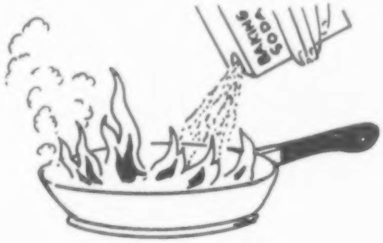
Match types of fires to correct extinguishing methods.

Many kitchen accidents occur at the range. Fires at the range can be reduced by keeping flammable materials away from the range, not using the range as a source of room heat, training young children not to touch the heating units, and using flat-bottomed and well-balanced cooking utensils so they will not tip over easily. But if and when a fire does occur, you will need to know how to put it out properly. Different types of fires require different extinguishing methods.

- Grease fires can be smothered out with baking soda (Figure 10)

  NOTE: Never put water on a grease fire as water will cause a grease fire to spread.

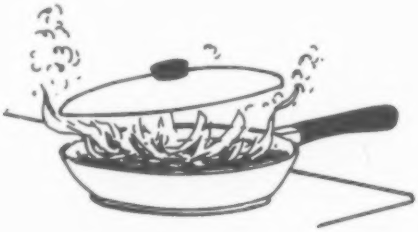
  FIGURE 10



- Pan fires that are confined to the inside of a pan can be smothered out by putting a lid on the pan (Figure 11)

  NOTE: Be careful not to touch the pan or the flames.

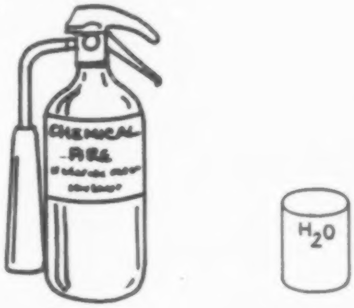
  FIGURE 11



- Other fires can be smothered out with wet rags, water, or a chemical fire extinguisher (Figure 12)

  NOTE: Be sure to carefully clean surfaces after using chemical fire extinguishers on them.

  FIGURE 12



List sanitary practices that should be followed in food preparation.

The goal of sanitation is to prevent the contamination of food and utensils. The following sanitary practices should be followed to keep the food as safe to eat as possible.

- Avoid touching eating surface of plates, flatware, and glasses; handle silverware by the handles and hold glasses by the base, not by the rim
- Do not handle food if you have an open cut or wound on your hands; the wound contains harmful bacteria that could contaminate the food
- Keep hair out of food by covering it or tying it back
- Keep all pets out of the kitchen
- Keep work areas clean
- Scrub hands after working with raw meats or other raw food; raw food, especially meats, contain harmful bacteria
- Use a separate spoon for stirring
- Use a tasting spoon only once; then, wash it before using it again
- Use one towel for dishes and a separate towel for hands; never use the hand towel for wiping dishes as bacteria may be on the towel's surface
- Wear clean, washable, and comfortable clothes; Avoid clothes that absorb odors easily or require dry cleaning; a clean apron is also desirable
- Do not use flatware, utensils, or towels that have fallen to the floor until they are washed
- Work with clean hands and fingernails; keep fingers away from your mouth, hair, and face while preparing and serving food; if you handle items, such as money, tissues, or handkerchiefs, wash hands again before working with the food

OBJECTIVE 5

Describe ways to prevent various types of food contamination.

Food gets contaminated from people, animals, pests, objects, and even the air. When food gets contaminated, it may cause food poisoning. There are three types of food contamination.

- **Biological**—Cook and store food at proper temperatures; store food below 40°F or keep above 140°F while waiting to be served; defrost food in the refrigerator; keep bacteria away from food.

  NOTE: Biological contamination of food occurs when bacteria or parasites are introduced into the food. Bacteria and parasites get into the food through food being cooked or stored at improper temperatures. Bacteria can also be introduced into food by a person, animal, rodent, or insect infected with the bacteria touching the food.

- **Foreign substances**—Keep dirt, chemicals, metals, or other foreign substances away from food.

  NOTE: Contamination by foreign substances occurs when dirt, chemicals, metals, or other foreign substances are introduced into the food. Foreign substances such as chemical and metal residues are often introduced into living plants and animals before they are processed into food substances. Keep dirt, chemicals, metals, or other foreign substances away from food; purchase meats, fruits, and vegetables only from reputable dealers and then handle and store the food properly

- **Spoilage**—Use perishable foods as soon as possible after purchasing

  NOTE: Spoilage occurs when perishable food is kept too long before being consumed. These bacteria cause sour odors, sticky or slimy surfaces, and discoloration. These signs probably mean that harmful bacteria is also present. To prevent this type of food contamination, handle and store the food properly and when in doubt—throw it out!

OBJECTIVE 6

List ways to control pests.

Keeping the kitchen clean is perhaps the best way to control unwanted pests such as flies, mice, and rats. Insects and rodents carry many forms of bacteria and diseases that can contaminate food.

- Clean shelves and drawers frequently

- Clean up spilled food immediately
- Keep all food covered
- Keep all pets out of the kitchen

  NOTE: Pets often carry small insects, insect eggs, and harmful bacteria in their fur. Hairs from pets float through the air, carrying bacteria with them. Do not wash the pets' feeding dishes with the family dishes.

- Keep floors clean
- Repair cracks in the work area counters to block out the pests
- Store equipment in clean area
- Use traps and poisons carefully; read directions before using

ASSIGNMENT SHEET 1 | **SAFETY AND SANITATION** | **F III**

NAME ______________________ SCORE ______

OBJECTIVE 7 **Identify unsafe conditions.**

INTRODUCTION A kitchen can be hazardous to your health. Objective 2 deals with guidelines for preventing kitchen accidents. The activity on this assignment sheet deals with this area.

DIRECTIONS In the spaces below, list the hazards you find on the following page. If you list ten or more, call yourself a safety expert!

____

____

____

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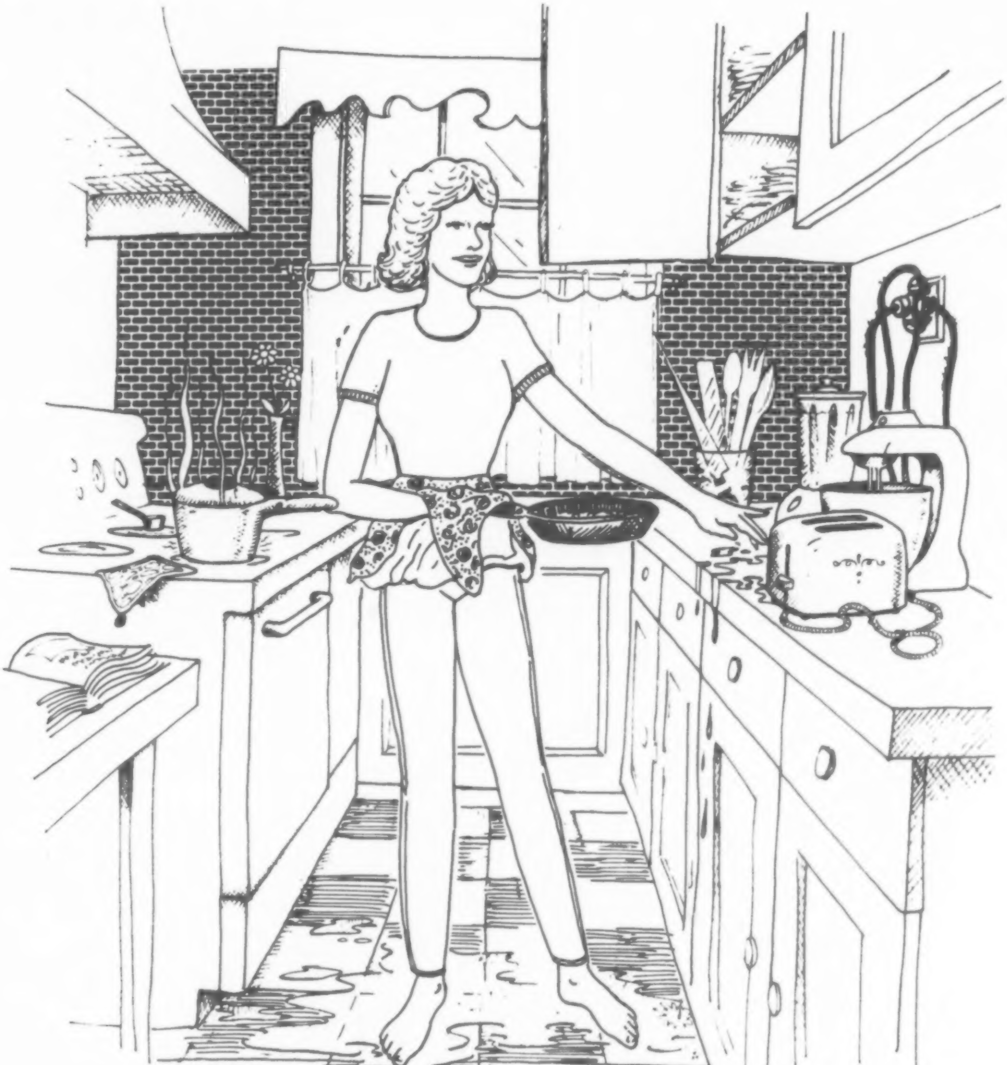
763



ASSIGNMENT SHEET 1

Overloaded electrical outlet

Pot holder near the range

Knife stored with other utensils

Cupboard door open

Small electrical appliances near spilled liquid

Pot handle extending from outer edge of the range

Wet floor

No shoes

Excess electrical cord lying on cabinet

Hair not covered or tied back

Using apron as a pot holder

WRITTEN TEST

SAFETY AND SANITATION

F III

NAME ______________________________ SCORE

OBJECTIVE 1

Match terms associated with safety and sanitation to their correct definitions. Write the correct letters in the blanks.

___ 1. Organisms that depend on something else for existence; cause contamination when introduced into food

___ 2. Foods that have become impure by contact with unclean people or equipment

___ 3. Loss of food by allowing it to become unfit to eat, drink or use

___ 4. Methods used to prevent and control the spread of bacteria and other microorganisms

___ 5. Microorganisms that grow rapidly by dividing in half; cause food to spoil

___ 6. Foods that spoil easily such as milk products, meat, and salad greens

a. Bacteria

b. Contaminated foods

c. Hygiene

d. Hazard

e. Parasites

f. Perishable foods

g. Safety

h. Sanitation

i. Spoilage

OBJECTIVE 2

Select from the following list guidelines for preventing kitchen accidents. Write an "X" in the blank before each correct answer. (Question is continued on the following page.)

___ 1. Keep handles of pots away from the outer edge of the range

___ 2. Store sharp objects and knives with other utensils

___ 3. Use wet pot holders when handling hot pans and skillets

___ 4. Open the lids of pots and pans away from yourself

___ 5. Avoid overloading electrical outlets

___ 6. Use a sturdy stool when reaching for objects

____7. Disconnect cords by pulling on the cord

____8. Keep kitchen floors clean and dry

____9. Store flammable materials near the range

____10. Follow appliance directions carefully

OBJECTIVE 3

Match types of fires to correct extinguishing methods. Write the correct letters in the blanks.

____1. Pan fires

____2. Grease fires

____3. Fires other than pan or grease fires

a. Fire extinguisher, water, or wet rags

b. Pan lid

c. Smoke detector

d. Baking soda

e. Fire alarm

OBJECTIVE 4

List six sanitary practices that should be followed in food preparation.

____

____

____

____

____

____

OBJECTIVE 5

Describe ways to prevent various types of food contamination.

a. Biological

____

____

____

b. Foreign substances

______

______

______

c. Spoilage

______

______

______

OBJECTIVE 6 **List four ways to control pests.**

______

______

______

______

NOTICE The following assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7 **Identify unsafe situations.** SCORE ____

WRITTEN TEST ANSWERS

SAFETY AND SANITATION

F III

OBJECTIVE 1

1. e
2. b
3. i
4. h
5. a
6. f

OBJECTIVE 2

1, 4, 5, 6, 8, 10

OBJECTIVE 3

1. b
2. d
3. a

OBJECTIVE 4

Any six of the following are acceptable

- Avoid touching eating surface of plates, flatware, and glasses
- Do not handle food if you have an open cut or wound on your hands
- Keep hair out of food by covering it or tying it back
- Keep all pets out of the kitchen
- Keep work areas clean
- Scrub hands after working with raw meats or other raw food
- Use a separate spoon for stirring
- Use a tasting spoon only once before washing
- Use one towel for dishes and a separate towel for hands
- Wear clean, washable, and comfortable clothes and shoes

- Do not use flatware, utensils, or towels that have fallen to the floor until they are washed
- Work with clean hands and fingernails

OBJECTIVE 5

- Biological—Cook and store food at proper temperatures; store food below 40°F or keep above 140°F while waiting to be served; defrost food in the refrigerator; keep bacteria away from the food
- Foreign substances—Keep dirt, chemicals, metals, or other foreign substances away from food; purchase meats, fruits, and vegetables from reputable dealers; and then handle and store the food properly
- Spoilage—Use perishable foods as soon as possible after purchasing; and then handle and store the food properly; when in doubt—throw it out

OBJECTIVE 6

Any four of the following are acceptable

- Clean shelves and drawers frequently
- Clean up spilled food immediately
- Keep all food covered
- Keep all pets out of the kitchen
- Keep floor clean
- Repair cracks in work area counters
- Store equipment in clean areas
- Use traps and poisons carefully

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

TABLE SERVICE AND ETIQUETTE

F IV

INTRODUCTION

Mealtime pleasure starts when you serve well-prepared food on an attractively set table. Traditional table service and proper table etiquette are important to know so that you will feel more comfortable in most eating situations and be able to make others feel comfortable as well.

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in and serve various types of dinners. The student will demonstrate these competencies by completing assignment sheets, job sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with table service and etiquette to their correct definitions.
2. Match meal serving styles to their correct descriptions.
3. Match common tableware items to their correct definitions/uses.
4. Arrange in order the courses of a formal meal.
5. Arrange in order responsibilities when giving a dinner party.
6. Arrange in order the procedures for serving a meal.
7. Select from a list guidelines for eating etiquette.
8. Write an invitation for a dinner party. (Assignment Sheet 1)
9. Select tableware for given meals. (Assignment Sheet 2)
10. Demonstrate the ability to arrange a basic table setting. (Job Sheet 1)

SUGGESTED ACTIVITIES

TABLE SERVICE AND ETIQUETTE

F IV

PREPARATION

- Order materials listed in suggested resources.
- Invite a housewares department employee to speak to the class.
- Invite a restaurant manager to serve as a guest speaker.

NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 3

- Have a housewares department employee speak to the class on tableware.
- Arrange a field trip to a houseware or china department for students to view different types of tableware.
- Have a restaurant manager speak on serving styles, tableware, and procedures for serving a meal.

Objectives 4 through 7

- Have students stage a formal meal in class where some students act as guests and some as hosts or hostesses.
- Suggest as a home experience serving a formal dinner for the family.
- Have students collect pictures of menus or table settings from magazines. Evaluate pictures on the basis of unit information.
- Demonstrate to students various methods for folding napkins.
- Teach students how to determine how much food is needed for a party.
- Co-teach essential cooking calculations with the mathematics teacher. Teach how to multiply or divide ingredients in a recipe to change the yield or figure out the calorie content of the food prepared.
- Show the film *Banquet Service*.

- Have students plan original party themes complete with menus and decorations.
- Use the computer program "Dining Out" to teach dining etiquette.

APPLICATION

Objectives 8 through 10

- Use Assignment Sheet 1 to give students practice in writing invitations for a dinner party.
- Use Assignment Sheet 2 to give students practice in selecting tableware for different menus.
- Use Job Sheet 1 to allow students an opportunity to demonstrate the ability to arrange a basic table setting.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- "Dining Out" computer program is available from MCE, Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, Michigan 49007.
- *Banquet Service*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order this film from National Educational Media, 21601 Devonshire St., Chatsworth, California 91311.

UNIT REFERENCES

- Kelly, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

TABLE SERVICE AND ETIQUETTE

F IV

OBJECTIVE 1

1. f
2. c
3. e
4. a
5. i
6. j
7. g
8. k
9. h

OBJECTIVE 2

1. b
2. c
3. g
4. e
5. d

OBJECTIVE 3

1. r
2. o
3. d
4. c
5. t
6. q
7. l
8. a
9. b
10. e
11. f
12. g
13. h
14. i
15. k

OBJECTIVE 4

5, 4, 1, 6, 2, 3

OBJECTIVE 5

5, 3, 2, 1, 4, 8, 7, 6

OBJECTIVE 6	9, 3, 2, 12, 5, 7, 6, 8, 1, 4, 10, 11
OBJECTIVE 7	2, 5, 6, 7, 11, 13, 15, 16
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.
OBJECTIVE 10	Refer to practical test for Job Sheet 1.

PRETEST

TABLE SERVICE AND ETIQUETTE

F IV

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with table service and etiquette to their correct definitions. Write the correct letters in the blanks.

___ 1. Decoration in the center of the table

___ 2. Tableware made of fine porcelain

___ 3. Phase of meal

___ 4. Customs approved by society as the correct way to do things

___ 5. Eating utensils used at meal time

___ 6. Tableware used for drinking

___ 7. Way in which foods are served at meals

___ 8. Covering spread over a dining table before the places are set

___ 9. Eating and serving utensils

a. Etiquette

b. Main course

c. China

d. Cover

e. Course

f. Centerpiece

g. Table service

h. Tableware

i. Flatware

j. Glassware

k. Tablecover

l. Fowl

m. Place setting

OBJECTIVE 2

Match meal serving styles to their correct descriptions. Write the correct letters in the blanks.

____1. Food and tableware are placed on a separate table; diners are allowed to walk along and serve themselves before sitting down

____2. Food is placed on the table in large serving dishes; diners pass the food to each other after serving themselves

____3. Food is served to seated diners on individual plates

____4. One person serves the meat and another person may serve the vegetables; then, the plates are passed to the diners

____5. Assistance of someone to wait tables is required; food is served to seated diners on individual plates

a. Brunch style
b. Buffet style
c. Family style
d. Formal style
e. Head-of-table style
f. Picnic style
g. Plate service style

OBJECTIVE 3

Match common tableware items to their correct definitions/uses. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Small bowl used for cereals, soups, and stews

____2. Small, shallow dish in which a cup is set; usually used for formal meals

____3. Small plate used for serving the dessert

____4. Small bowl-shaped drinking utensil with a handle

____5. Small spoon used for general purposes

____6. Large, rounded spoon used for soups and stews

____7. Medium-sized plate used for the salad in a formal meal

a. Bread and butter plate
b. Butter knife
c. Cup
d. Dessert plate
e. Dinner fork
f. Dinner knife
g. Dinner plate
h. Glassware
i. Napkin
J. Steak knife
k. Salad fork

___ 8. Small plate used for bread and butter, usually in a formal meal

___ 9. Small knife, without sharpened edges, that is used for spreading butter or other spreads

___ 10. Large fork used for eating all courses except the salad

___ 11. Large knife used for all courses except the bread and butter

___ 12. Large plate used for the main course or for an informal meal

___ 13. Drinking glasses made in various sizes and for different purposes

___ 14. Small cloth or paper used for wiping hands during or after a meal

___ 15. Small fork used for eating the salad and dessert; usually for a formal meal

l. Salad plate

m. Dessert spoon

n. Finger bowl

o. Saucer

p. Serving platter

q. Soup spoon

r. Soup/cereal bowl

s. Stemmed glass

t. Teaspoon

u. Custard cup

v. Water goblet

OBJECTIVE 4

Arrange in order the courses of a formal meal. Write the correct numbers in the blanks.

___ Dessert

___ Main course

___ Soup, fresh fruit cup, melon, or shellfish

___ Coffee

___ Fish

___ Salad

OBJECTIVE 5

Arrange in order responsibilities when giving a dinner party. Write the correct numbers in the blanks.

____Call guests to the table when you are ready to begin serving

____Greet each guest at the door and offer each a beverage

____Plan a menu that can be enjoyed by all

____Send invitations approximately two weeks in advance

____Allow 20 minutes for socializing after most guests have arrived

____Follow suggested procedures for serving a meal

____Help maintain conversation during dinner

____Seat guests in a male-female order

OBJECTIVE 6

Arrange in order the procedures for serving a meal. Write the correct numbers in the blanks.

____Remove all the tableware except a fork or spoon (depending on the type of dessert) and the glassware before dessert

____Fill water glasses and light candles before calling diners to the table

____Place needed table service items and centerpiece correctly on the table

____Serve coffee

____Serve the first course from the diner's left

____Remove used tableware from the diner's right when diners have finished the first course

____Begin eating after the first course is served if you are the host or hostess

____Continue serving and removing tableware for each course

____Leave at least 6 inches between each chair

____Serve beverages

____Serve the dessert

____Indicate the meal is finished and, when diners have finished, tell them where they should go when leaving the table

OBJECTIVE 7

Select from the following list guidelines for eating etiquette. Write an "X" in the blank before each correct answer.

___ 1. Cut bread or rolls into small pieces

___ 2. Chew with your mouth closed

___ 3. Cut all your food into bite sizes at one time

___ 4. Blow on your food to make it cooler

___ 5. Eat all the food on your fork or spoon at one time

___ 6. Refuse quietly and politely if you refuse foods

___ 7. Keep your arms and elbows off the table

___ 8. Begin eating as soon as you get your food

___ 9. Reach for food rather than bothering other diners

___ 10. Butter all of your bread at one time

___ 11. Converse politely with other diners at the table

___ 12. Dip the soup spoon toward you into the bowl

___ 13. Do not leave the table until the host or hostess asks you to do so

___ 14. Politely tell the host or hostess if you do not enjoy a food

___ 15. Eat "finger foods" with your fingers

___ 16. Put your napkin back on the table when you are finished eating

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 8 **Write an invitation for a dinner party.** SCORE ____

OBJECTIVE 9 **Select tableware for given meals.** SCORE ____

OBJECTIVE 10 **Demonstrate the ability to arrange a basic table setting.** RATING ____

INFORMATION SHEET

TABLE SERVICE AND ETIQUETTE F IV

OBJECTIVE 1

Match terms associated with table service and etiquette to their correct definitions.

- **Centerpiece**—Decoration in the center of a table
- **China**—Tableware made of fine porcelain
- **Course**—Phase of a meal
- **Etiquette**—Customs approved by society as the correct way to do things
- **Flatware**—Eating utensils used at meal time
- **Glassware**—Tableware used for drinking
- **Table service**—Way in which foods are served at meals
- **Tablecovers**—Covering spread over a dining table before the places are set
- **Tableware**—Eating and serving utensils

OBJECTIVE 2

Match meal serving styles to their correct descriptions.

Meal serving styles refer to the way the food is served at the table. The style that you choose will depend on the menu and your personal family preferences. Regardless of the style you choose, the meal service should be attractive and convenient.

- **Buffet style**—Food and tableware are placed on separate table; diners are allowed to walk along and serve themselves before sitting down
- **Family style**—Food is placed on the table in large serving dishes; diners pass the food to each other after serving themselves
- **Formal style**—Assistance of someone to wait tables is required; food is served to seated diners on individual plates
- **Head-of-table style**—One person serves the meat and another person may serve the vegetables; then, plates are passed to the diners

- **Plate service style**—Food is serve to seated diners on individual plates

OBJECTIVE 3

Match common tableware items to their correct definitions/uses.

A visit to a china shop will allow one to see that there are many items that can be purchased to use in setting a table. Flatware, china, glassware, and tablecovers are available in numerous patterns and styles, ranging from very informal to elaborate. No matter what the pattern and style, the following items are the most common pieces available:

- **Bread and butter plate**—Small plate used for bread and butter, usually in a formal meal
- **Butter knife**—Small knife, without sharpened edges, that is used for spreading butter or other spreads

  NOTE: A butter knife should be placed on each person's bread and butter plate. Butter knives are usually reserved for formal dinners.
- **Cup**—Small bowl-shaped drinking utensil with a handle
- **Dessert plate**—Small plate used for serving dessert
- **Dinner fork**—Large fork used for eating all courses except the salad
- **Dinner knife**—Large knife used for all courses except the bread and butter
- **Dinner plate**—Large plate used for the main course or for an informal meal
- **Glassware**—Drinking glasses made in various sizes and for different purposes

  Examples: A water goblet has a base and stem and is used for water and ice; juice glasses are small in size and general purpose glasses are used for other beverages.
- **Napkin**— Small cloth or paper used for wiping hands during or after a meal
- **Salad fork**—Small fork used for eating the salad and dessert, usually for a formal meal

- **Salad plate**—Medium-sized plate used for the salad and dessert, usually in a formal meal
- **Saucer**—Small shallow dish in which a cup is set, usually used for formal meals
- **Soup/cereal bowl**—Small bowl used for cereals, soups, and stews
- **Soup spoon**—Large, rounded spoon used for soups and stews
- **Teaspoon**—Small spoon used for general purposes

OBJECTIVE 4

Arrange in order the courses of a formal meal.

Formal meals are often reserved in the home for special occasions or used at formal luncheons and dinners at restaurants and hotels. Regardless of where a formal dinner is served, it is usually served in the following order:

1. Soup, fresh fruit cup, melon, or shellfish (clams, oysters, shrimp)
2. Fish

   NOTE: This is omitted if shellfish is served in the main course.
3. Salad
4. Main course

   NOTE: This is usually roast meat or fowl and vegetables.
5. Dessert
6. Coffee

   NOTE: Coffee is usually not served at the home formal dinner table, but after the diners have left the table.

OBJECTIVE 5

Arrange in order responsibilities when giving a dinner party.

Planning and giving a dinner party can be personally rewarding if you make arrangements for the diners to be comfortable. The following list of responsibilities will help you in preparing to have guests for dinner.

1. Send invitations approximately two weeks in advance

NOTE: These invitations may be handwritten, typed, or engraved at a print shop. The formality of the dinner will determine the type. Assignment Sheet 1 will allow you an opportunity to write an invitation for a dinner party.

2. Plan a menu that can be enjoyed by all

   NOTE: You might want to find out if any of your guests is vegetarian, has a food allergy, or is prohibited from some foods by religious beliefs or health reasons.

3. Greet each guest at the door and offer each a beverage
4. Allow 20 minutes for socializing after most of the guests have arrived
5. Call guests to the table when you are ready to begin serving
6. Seat guests in a male-female order
7. Help maintain conversation during dinner
8. Follow suggested procedures for serving a meal

OBJECTIVE 6

Arrange in order the procedures for serving a meal.

The way that you serve a meal depends on the food that you are having, the amount of time and space you have, the number of people, and who is helping with the meal. The following guidelines can be used for serving a meal. Job Sheet 1 will require you to arrange a basic table setting. Assignment Sheet 2 will allow you to select tableware for different types of menus. While these procedures are for a formal meal, they still serve as general rules to follow.

1. Leave at least 6 inches between each chair
2. Place needed table service items and centerpiece correctly on the table
3. Fill water glasses and light candles before calling diners to the table
4. Serve beverages
5. Serve the first course from the diner's left
6. Begin eating after the first course is served if you are the host or hostess

7. Remove used tableware from the diner's right when diners have finished the first course
8. Continue serving and removing tableware for each course
9. Remove all of the tableware before dessert except a fork or spoon (depending on the type of dessert) and the glassware
10. Serve dessert
11. Indicate that the meal is finished and, when diners have finished, tell them where they should go when leaving the table
12. Serve coffee

OBJECTIVE 7

Select from a list guidelines for eating etiquette.

Many people feel confused and uncomfortable when they are eating with people they do not know very well or when at a formal occasion. The more you practice the following guidelines, the more comfortable you will feel.

- Avoid reaching for food; ask for food to be passed to you
- Break, rather than cut, bread and rolls into small pieces
- Butter one roll or piece of bread at a time and place it and the used knife on the appropriate plate
- Chew with your mouth closed
- Converse politely with other diners at the table
- Cut one bite of food at a time
- Dip the soup spoon away from you into the bowl
- Do not blow on your food to make it cooler; wait until the food cools on its own
- Do not leave the table until the host or hostess asks you to do so
- Eat all the food on your fork or spoon at one time
- Do not say that you enjoy a food if you don't
- Refuse quietly and politely if you refuse foods

- Eat "finger foods" with your fingers
- Keep your arms and elbows off the table
- Put your napkin back on the table when you are finished eating
- Return serving forks and spoons to the dishes after serving yourself
- Unfold the napkin and put it in your lap while eating
- Use silverware correctly

  NOTE: If the table is set correctly, you can easily tell the order in which to use silverware by using the utensils farthest from the plate first and proceeding inward.

- Wait for the host or hostess to begin eating before you start
- Place the utensils across your plate when you are finished or are no longer using pieces of flatware

NAME ______________________ SCORE ______

OBJECTIVE 8 **Write an invitation for a dinner party.**

INTRODUCTION Objective 5 states that one of the responsibilities of a host or hostess is to send invitations to potential guests. The activity on this assignment sheet emphasizes this area.

DIRECTIONS Following the example below, write your own invitation on the lines provided.

Example

Mr. and Mrs. John Smith

request the pleasure of your company

at dinner

On Saturday the tenth of May

at Seven O'Clock in the evening

5301 North Rosebud Place

Stillwater, Oklahoma

74075

____

____

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET 2

TABLE SERVICE AND ETIQUETTE

F IV

NAME ______________________________ SCORE _______

OBJECTIVE 9 **Select tableware for given menus.**

INTRODUCTION Objective 3 lists the most common tableware items used in serving and eating a meal. Objective 6 states to place only the needed table service items on the table. The activity on this assignment sheet emphasizes these areas.

DIRECTIONS Select one setting of tableware for each of the three menus below. Then list the tableware in the spaces provided.

BREAKFAST

Apricot Nectar
Bran Muffins Butter
Sausages
Milk Coffee

LUNCH

Leftover Beef Stew
Hot Cheese Biscuits Butter
Radishes
Peanut Butter Cookies
Milk Tea

FORMAL DINNER

Braised Pork Chops
Baked Yams
Buttered Brussels Sprouts
Waldorf Salad
Corn Muffins
Chocolate Cake
Ice Water Coffee

1. BREAKFAST ______________________________________
____

2. LUNCH ______________________________________
____

3. DINNER ______________________________________
____

ASSIGNMENT ANSWERS

TABLE SERVICE AND ETIQUETTE F IV

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

- The student invitation must be neatly handwritten or typed.
- The format should follow the example provided on the assignment sheet.

ASSIGNMENT SHEET 2

1. Juice glass, dinner plate, dinner knife, dinner fork, general purpose glass for milk, cup for coffee, napkin
2. Soup/cereal bowl, soup spoon, dinner plate, dinner knife, general purpose glasses for milk and tea, napkin
3. Dinner plate, dinner knife, dinner fork, salad plate, two salad forks, bread and butter plate, butter knife, dessert plate, water goblet, cup and saucer for coffee, napkin

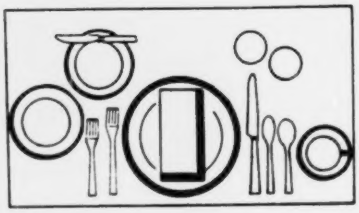
OBJECTIVE 10

Demonstrate the ability to arrange a basic table setting.

INTRODUCTION

The table you set at mealtime sets the mood for mealtime and serves as a background for the food you eat. The following procedure is for a basic table setting (see Figure 1). Keep in mind that the actual tableware you use will be determined by the formality of the meal and the foods that will be served.

FIGURE 1



EQUIPMENT AND SUPPLIES

- Tablecover
- Centerpiece
- Tableware

PROCEDURE

1. Place the plate at the center of the place setting and about 1 inch from the edge of the table.
2. Place the knife with the cutting edge toward the right side of the plate and about 1 inch from the edge of the table.
3. Place the spoons with the bowls up at the right of the knife and about 1 inch from the edge of the table. Arrange spoons in the order in which they are to be used from the outside toward the plate.
4. Place the forks with tines up to the left of the plate and about 1 inch from the edge of the table. Arrange forks in the order in which they are to be used from the outside toward the plate. If no knife is required for the meal, the fork is placed to the right of the plate instead of the left.

5. Place napkin on the dinner plate or to the left of the fork. The napkin may be placed just left of the plate if no knife is used and the fork is placed to the right of the plate. The corner of the napkin should open toward the center of the plate.

6. Place butter knife across top of bread and butter plate, with bottom of plate placed at the tip of the forks.

7. Place salad plate to the left of the forks.

8. Place cup and saucer to the right of the spoon.

9. Place glass just above the knife when one glass is used.

10. Place second glass to the right of the first glass when two glasses are used.

11. Have your instructor evaluate your work.

12. Put away equipment and supplies.

PRACTICAL TEST 1

TABLE SERVICE AND ETIQUETTE

F IV

JOB SHEET 1

Demonstrate the ability to arrange a basic table setting.

Student's name ______________________________ Date ____________

Evaluator's name ______________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Placed the plate at the center of the place setting about 1 inch from the edge of the table.	_____	_____
2. Placed the knife with the cutting edge toward the right side of the plate and about 1 inch from the edge of the table.	_____	_____
3. Placed the spoons with the bowls up at the right of the knife and about 1 inch from the edge of the table. Spoons arranged in the order in which they are to be used from the outside toward the plate.	_____	_____
4. Placed the forks with tines up to the left of the plate and about 1 inch from the edge of the table. Forks arranged in the order in which they are to be used from the outside toward the plate.	_____	_____
5. Placed the napkin on the dinner plate with the corner of the napkin opening toward the plate.	_____	_____
6. Placed bread and butter plate with butter knife at the tip of the fork.	_____	_____

The student:	YES	NO
7. Placed salad plate to the left of the forks.	______	______
8. Placed cup and saucer to the right of the spoons.	______	______
9. Placed one glass just above the knife.	______	______
10. Placed second glass to the right of the first glass.	______	______

EVALUATOR'S COMMENTS

____

____

____

____

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
China Placement	4 Placed in correct position and about 1 inch from edge of the table	3 Placed in correct position but not 1 inch from edge of the table	2 Placed incorrectly but about 1 inch from edge of the table	1 Placed incorrectly and not 1 inch from edge of the table
Silverware Placement	4 Placed in correct position and about 1 inch from edge of the table	3 Placed in correct position but not 1 inch from edge of the table	2 Placed incorrectly but about 1 inch from edge of the table	1 Placed incorrectly and not 1 inch from edge of the table

	4	3	2	1
Napkin Placement	Placed in correct position with corner open toward the center of the plate	Placed in correct position but corner not open toward the center of the plate	Placed incorrectly but corner open toward the center of the plate	Placed incorrectly and corner not open toward the center of the plate

EVALUATOR'S COMMENTS

____

____

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

TABLE SERVICE AND ETIQUETTE

F IV

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with table service and etiquette to their correct definitions. Write the correct letters in the blanks.

___ 1. Decoration in the center of a table

___ 2. Tableware made of fine porcelain

___ 3. Phase of meal

___ 4. Customs approved by society as the correct way to do things

___ 5. Eating utensils used at meal time

___ 6. Tableware used for drinking

___ 7. Way in which foods are served at meals

___ 8. Covering spread over a dining table before the places are set

___ 9. Eating and serving utensils

a. Table service

b. Etiquette

c. Tableware

d. Main course

e. Flatware

f. China

g. Glassware

h. Cover

i. Tablecover

j. Course

k. Fowl

l. Centerpiece

m. Place setting

OBJECTIVE 2

Match meal serving styles to their correct descriptions. Write the correct letters in the blanks.

____1. Food and tableware are placed on a separate table; diners are allowed to walk along and serve themselves before sitting down

____2. Food is placed on the table in large serving dishes; diners pass the food to each other after serving themselves

____3. Assistance of someone to wait tables is required; food is served to seated diners on individual plates

____4. One person serves the meat and another person may serve the vegetables; then, the plates are passed to the diners

____5. Food is served to seated diners on individual plates

a. Brunch style

b. Plate service style

c. Picnic style

d. Formal style

e. Buffet style

f. Head-of-Table style

g. Family style

OBJECTIVE 3

Match common tableware items to their correct definitions/uses. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Small plate used for bread and butter, usually in a formal meal

____2. Small bowl used for cereals, soups, and stews

____3. Small knife, without sharpened edges, that is used for spreading butter or other spreads

____4. Small shallow dish in which a cup is set; usually used for formal meals

____5. Large fork used for eating all courses except the salad

____6. Small plate used for serving the dessert

a. Dinner fork

b. Salad fork

c. Dinner knife

d. Steak knife

e. Butter knife

f. Soup spoon

g. Dessert spoon

h. Dinner plate

i. Salad plate

j. Bread and butter plate

___ 7. Large knife used for all courses except the bread and butter

___ 8. Small bowl-shaped drinking utensil with a handle

___ 9. Large plate used for the main course or for an informal meal

___ 10. Small spoon used for general purposes

___ 11. Drinking glasses made in various sizes and for different purposes

___ 12. Large, rounded spoon used for soups and stews

___ 13. Small cloth or paper used for wiping hands during or after a meal

___ 14. Medium-sized plate used for the salad in a formal meal

___ 15. Small fork used for eating the salad and dessert; usually for a formal meal

k. Water goblet

l. Stemmed glass

m. Napkins

n. Glassware

o. Teaspoon

p. Cup

q. Dessert plate

r. Saucer

s. Finger bowl

t. Custard cup

u. Soup/cereal bowl

v. Serving platter

OBJECTIVE 4

Arrange in order the courses of a formal meal. Write the correct numbers in the blanks.

___ Coffee

___ Dessert

___ Fish

___ Main Course

___ Salad

___ Soup, fresh fruit cup, melon, or shellfish

OBJECTIVE 5

Arrange in order responsibilities when giving a dinner party. Write the correct numbers in the blanks.

____Allow 20 minutes for socializing after most guests have arrived

____Call guests to the table when you are ready to begin serving

____Follow suggested procedure for serving a meal

____Greet each guest at the door and offer each a beverage

____Help maintain conversation during dinner

____Plan a menu that can be enjoyed by all

____Seat guests in a male-female order

____Send invitations approximately two weeks in advance

OBJECTIVE 6

Arrange in order the procedures for serving a meal. Write the correct numbers in the blanks.

____Begin eating after the first course is served if you are the host or hostess

____Remove all the tableware except a fork or spoon (depending on the type of dessert) and the glassware before the dessert

____Continue serving and removing tableware for each course

____Fill water glasses and light candles before calling diners to the table

____Leave at least 6 inches between each chair

____Place needed table service items and centerpiece correctly on the table

____Serve beverages

____Serve the dessert

____Serve the first course from the diner's left

____Indicate that the meal is finished and, when diners have finished, tell them where they should go when leaving the table

____Remove used tableware from the diner's right when diners have finished the first course

OBJECTIVE 7

Select from the following list guidelines for eating etiquette. Write an "X" in the blank before each correct answer.

___ 1. Reach for food rather than bothering other diners

___ 2. Cut bread or rolls into small pieces

___ 3. Butter all of your bread at one time

___ 4. Chew with your mouth closed

___ 5. Converse politely with other diners at the table

___ 6. Cut all your food into bite sizes at one time

___ 7. Dip the soup spoon toward you into the bowl

___ 8. Blow on your food to make it cooler

___ 9. Do not leave the table until the host or hostess asks you to do so

___ 10. Eat all the food on your fork or spoon at one time

___ 11. Politely tell the host or hostess if you do not enjoy a food

___ 12. Refuse quietly and politely if you refuse foods

___ 13. Eat "finger foods" with your fingers

___ 14. Keep your arms and elbows off the table

___ 15. Put your napkin back on the table when you are finished eating

___ 16. Begin eating as soon as you get your food

NOTICE

The following assignment sheets and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Write an invitation for a dinner party.** SCORE ____

OBJECTIVE 9 **Select tableware for given meals.** SCORE ____

OBJECTIVE 10 **Demonstrate the ability to arrange a basic table setting.** RATING ____

WRITTEN TEST ANSWERS

TABLE SERVICE AND ETIQUETTE

F IV

OBJECTIVE 1

1. l
2. f
3. j
4. b
5. e
6. g
7. a
8. i
9. c

OBJECTIVE 2

1. e
2. g
3. d
4. f
5. b

OBJECTIVE 3

1. j
2. b
3. e
4. r
5. a
6. q
7. c
8. p
9. h
10. o
11. n
12. f
13. m
14. i
15. b

OBJECTIVE 4

6, 5, 2, 4, 3, 1

OBJECTIVE 5

4, 5, 8, 3, 7, 2, 6, 1

OBJECTIVE 6	6, 9, 8, 3, 1, 2, 4, 12, 10, 5, 11, 7
OBJECTIVE 7	4, 5, 9, 10, 12, 13, 14, 15
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.
OBJECTIVE 10	Refer to practical test for Job Sheet 1.

OBJECTIVE SHEET

KITCHEN UTENSILS AND TOOLS

INTRODUCTION

Every trade has specific tools. Just as everyone who sews must have certain equipment, every cook needs the proper utensils and tools to help insure good food products. Learning about the right tools for the job is a must if the best products are to be realized.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify, care for, and use kitchen utensils and tools. The student should also be able to properly measure ingredients. The student will demonstrate these competencies by completing job sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Label kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping.
2. Label kitchen utensils and tools used for cutting, chopping, and mashing.
3. Label kitchen utensils and tools used for draining, straining, and sifting.
4. Label kitchen utensils and tools used for measuring.
5. Label kitchen utensils and tools used for cake and pastry making.
6. Label kitchen utensils and tools used for baking and oven cooking.
7. Label kitchen utensils used for range-top cooking.
8. Label tools used for cleanup.
9. Label miscellaneous kitchen utensils and tools.
10. Match kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping to their correct uses.
11. Match kitchen utensils and tools used for cutting, chopping, and mashing to their correct uses.

12. Match kitchen utensils and tools used for draining, straining, and sifting to their correct use.

13. Match kitchen utensils and tools used for measuring to their correct uses.

14. Match kitchen utensils and tools used for cake and pastry making to their correct uses.

15. Match kitchen utensils and tools used for baking and oven cooking to their correct uses.

16. Match kitchen utensils used for range-top cooking to their correct uses.

17. Match tools used for cleanup to their correct uses.

18. Match miscellaneous kitchen utensils and tools to their correct uses.

19. List general procedures for care of kitchen utensils and tools.

20. List advantages and disadvantages of various types of cookware.

21. List proper storage principles for kitchen utensils and tools.

22. Name ways to measure accurately.

23. Demonstrate the ability to:

    a. Measure flour. (Job Sheet 1)

    b. Measure brown sugar. (Job Sheet 2)

    c. Measure small amounts of ingredients. (Job Sheet 3)

    d. Measure liquid ingredients. (Job Sheet 4)

    e. Measure shortening. (Job Sheet 5)

SUGGESTED ACTIVITIES

KITCHEN UTENSILS AND TOOLS

PREPARATION

- Order materials listed in suggested resources.

DELIVERY

Objectives 1 through 18

- Display utensils and tools that are property of the home economics department. Point out similarities and differences of those pictured in unit.
- Have a scavenger hunt. Use information sheets and have students write location of each utensil and tool within the home economics kitchen. This activity not only can serve as a "get-acquainted" activity with the home economics kitchen but can also reinforce "a place for everything and everything in its place."
- Visit the housewares department of a discount or department store to study the merit of the various kitchen gadgets. Discuss such questions as which utensils are essential to the career person? Newlyweds? Which save time and make food preparation easier? What is the difference between a utensil or tool and a gadget?
- Have students examine the various small cookery tools in their homes. List those that seem to be especially helpful as time and energy savers. Which tools are seldom used? Why are some tools more useful than others?
- Test students ability to identify kitchen utensils by holding up utensils and asking for them to be identified.
- Use "The Essential Utensils" as a teaching resource.

Objectives 19 through 22

- Have students search magazines for kitchen storage/space suggestions. This could be attached to information sheets or used to make a bulletin board. Discuss whether any of these items can be used in or adapted for the school kitchen, commercial kitchen, home kitchen, or other room.
- Demonstrate measuring procedures in job sheets. Food coloring in water can be used to demonstrate liquid measure.

- Arrange an exhibit of cooking tools made from different materials; explain how the material influences use, care, and appearance of the item.
- Discuss what might happen when preparing baking products if correct measuring procedures are not followed.
- Use "Getting Smart About Cookware" as a teaching resource.

APPLICATION

Objective 23

- Use Job Sheet 1 to give students an opportunity to learn how to measure flour.
- Use Job Sheet 2 to give students an opportunity to learn how to measure brown sugar.
- Use Job Sheet 3 to give students an opportunity to learn how to measure small amounts of ingredients.
- Use Job Sheet 4 to give students an opportunity to learn how to measure liquid ingredients.
- Use Job Sheet 5 to give students an opportunity to learn how to measure shortening.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Given written test.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- "The Essential Utensils" kit is available free of charge from Dow Consumer Products, Inc., P.O. Box 4290, Young American, Minnesota 55399.
- "Getting Smart About Cookware" educational kit is available free of charge from Elizabeth Henkel, NW Ayer Incorporated, 260 Madison Ave., New York, New York 10016.

UNIT REFERENCES

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- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1984.
- Ray, Mary Frey and Lewis, Evelyn Jones. *Exploring Professional Cooking*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

KITCHEN UTENSILS AND TOOLS

F V

OBJECTIVE 1

1. Ladle
2. Slotted spoon
3. Rotary beater
4. Tongs
5. Wooden spoon
6. Turner
7. Wire whisk or wire whip
8. Cooking spoon
9. Two-tined fork

OBJECTIVE 2

1. Grater
2. French or chef's knife
3. Peeler
4. Butcher knife
5. Kitchen shears
6. Bread knife
7. Potato masher
8. Cutting board
9. Meat slicer
10. Paring knife

OBJECTIVE 3

1. Colander
2. Strainer or sieve
3. Flour sifter

OBJECTIVE 4

1. Nested or graduated dry measuring cup
2. Liquid measuring cup
3. Straight-edged spatula (large and small)
4. Measuring spoon

OBJECTIVE 5

1. Cutters
2. Mixing bowl
3. Rubber scraper
4. Rolling pin and cover
5. Pastry brush
6. Pastry blender

OBJECTIVE 6

1. Wire cooling rack
2. Round cake pan
3. Square cake pan
4. Jelly roll pan
5. Pie pan
6. Cookie sheet
7. Bundt pan
8. Muffin pan
9. Loaf pan
10. Angel food cake pan
11. Baking or casserole dishes

OBJECTIVE 7

1. Skillets
2. Griddle
3. Double boiler
4. Dutch oven
5. Saucepans

OBJECTIVE 8

1. Dish drainer
2. Sink liner
3. Dishpan
4. Scouring pad
5. Bottle brush
6. Vegetable brush

OBJECTIVE 9

1. Funnel
2. Can opener
3. Meat thermometer
4. Bottle opener
5. Deep-fat/candy thermometer
6. Molds
7. Melon-ball cutter

OBJECTIVE 10

1. c
2. m
3. n
4. a
5. g
6. j
7. f
8. k
9. l

OBJECTIVE 11

1. a
2. i
3. d
4. h
5. j
6. f
7. b
8. c
9. k
10. e

OBJECTIVE 12

1. b
2. e
3. a

OBJECTIVE 13

1. d
2. f
3. a
4. c

OBJECTIVE 14

1. h
2. i
3. d
4. e
5. f
6. b

OBJECTIVE 15

1. m
2. n
3. o
4. c
5. g
6. a
7. j
8. k
9. b
10. f
11. i

OBJECTIVE 16

1. g
2. f
3. e
4. b
5. c

OBJECTIVE 17

1. c
2. h
3. i
4. d
5. e
6. a

OBJECTIVE 18

1. j
2. i
3. c
4. a
5. e
6. h
7. f

OBJECTIVE 19

- Avoid filling hot utensils with cold water to prevent warping
- Clean promptly after each use
- Follow manufacturer's directions
- Store properly in assigned place
- Use utensils and tools only for purpose(s) intended

OBJECTIVE 20

Answers should include one of each of the following

1. Durable; good conductor of heat; lightweight
2. Good conductor of heat

3. Attractive designs; allows food to be seen in cookware

4. Resists cracking and scratching; withstands sharp temperature changes such as from freezer to the oven

5. Allows for fat-free cooking and easy clean-up; durable if used properly

6. Spreads heat well

7. Durable; keeps brightness under normal care; resists stains and rust

8. Becomes stained and darkened by dishwasher detergents; becomes darkened by minerals in food and water

9. Heavy; rusts unless dried thoroughly; should not be scoured; grease builds up on outside surfaces

10. Chips and breaks easily; conducts heat unevenly; will break under extreme temperature changes; should not be scoured

11. Breaks when dropped; may develop hot spots that cause food to cook unevenly and stick

12. Stains and loses non-stick effectiveness when overheated; should not be scoured; will scratch unless used with nylon or plastic utensils

13. Chips easily; should not be scoured; stains easily

14. Does not spread heat evenly

OBJECTIVE 21

- Easy to reach
- Easy to see
- Placed in the location where they are first used

OBJECTIVE 22

- Standard measuring cups and spoons
- Weighing

OBJECTIVE 23

Refer to practical tests for Job Sheets 1 through 5.

PRETEST

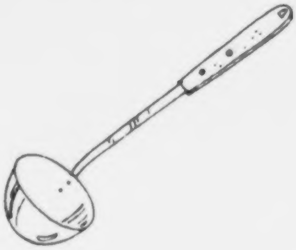
KITCHEN UTENSILS AND TOOLS

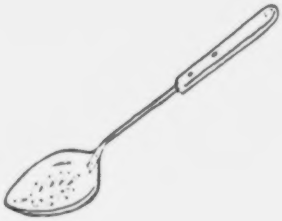
F V

NAME ______________________________ SCORE _______

OBJECTIVE 1

Label kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks.





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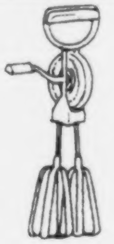
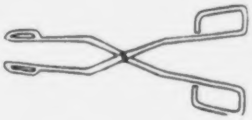
2. ______________________





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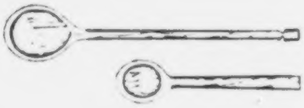

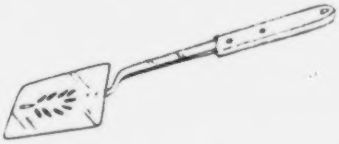

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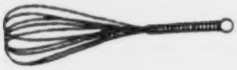

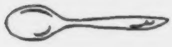

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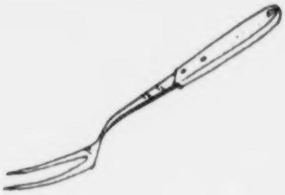
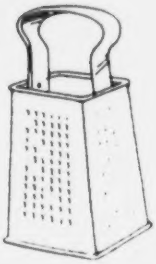
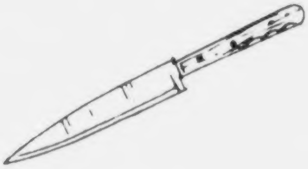


9. ____________________

OBJECTIVE 2

Label kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks.





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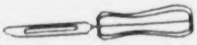

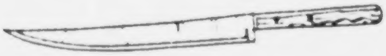

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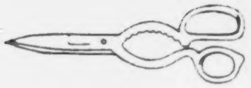

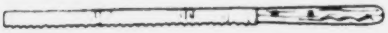

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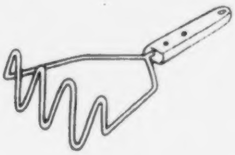

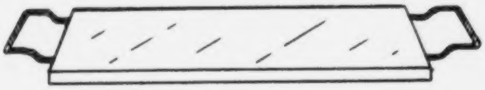

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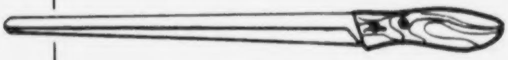
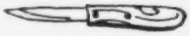
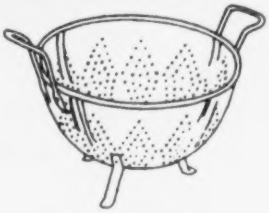


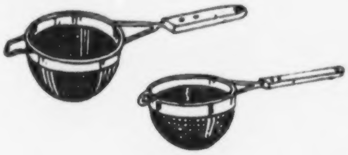


9. ______________________ 10. ______________________

OBJECTIVE 3

Label kitchen utensils and tools used for draining, straining, and sifting. Write the correct names in the blanks.





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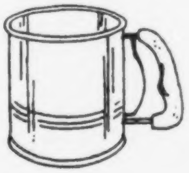
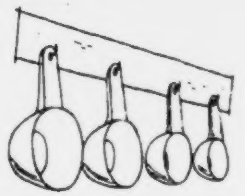
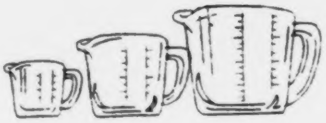


3. ______________________

OBJECTIVE 4

Label kitchen utensils and tools used for measuring. Write the correct names in the blanks.





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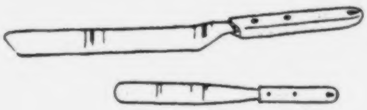
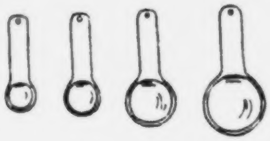
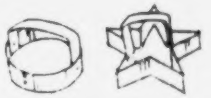


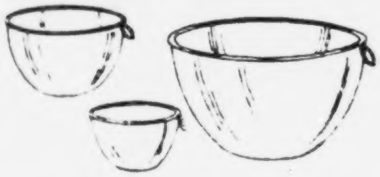


3. ______________________ 4. ______________________

OBJECTIVE 5

Label kitchen utensils and tools used for cake and pastry making. Write the correct names in the blanks.





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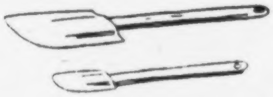

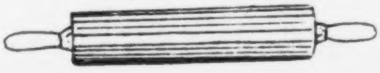

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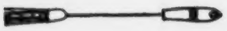
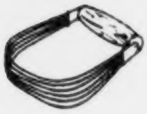
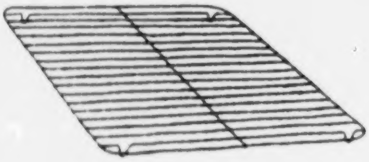
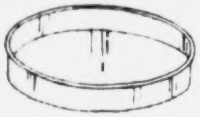




5. ______________________ 6. ______________________

OBJECTIVE 6 **Label kitchen utensils and tools used for baking and oven cooking.** Write the correct names in the blanks.





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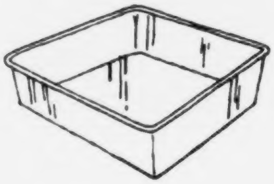

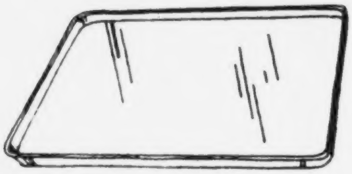

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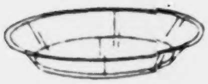

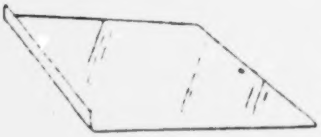

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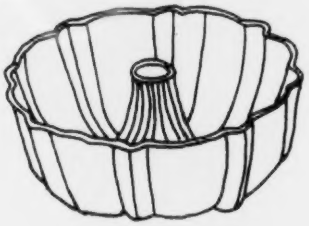

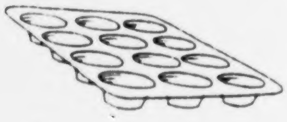

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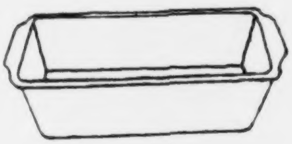
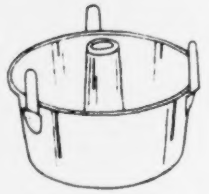
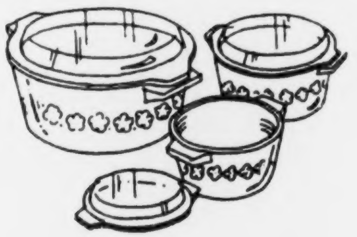




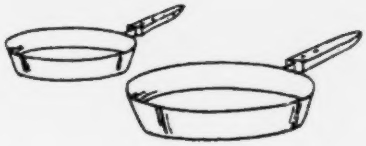
9. ______________________________ 10. ______________________________



11. ______________________________

OBJECTIVE 7

Label utensils used for range-top cooking. Write the correct names in the blanks.



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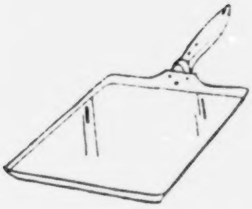

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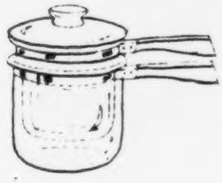

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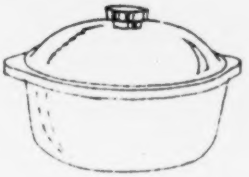
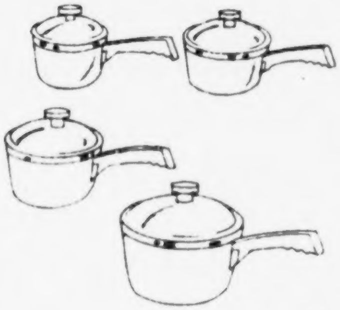


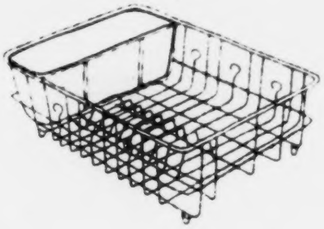
4. ____________________

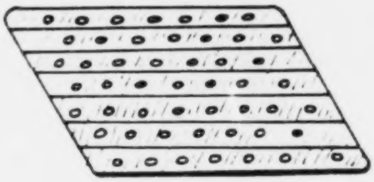


5. ____________________

OBJECTIVE 8

Label tools used for cleanup. Write the correct names in the blanks.





1. ______________________

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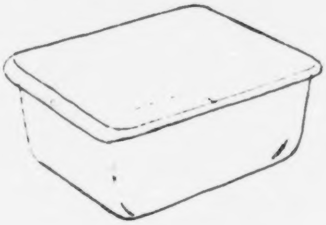
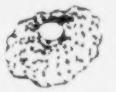
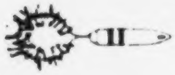




3. ______________________

4. ______________________

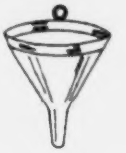


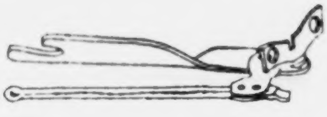
5. ______________________

6. ______________________

OBJECTIVE 9

Label miscellaneous kitchen utensils and tools. Write the correct names in the blanks.





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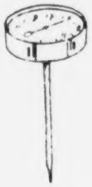

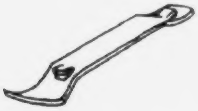

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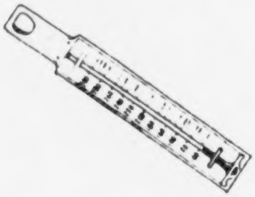
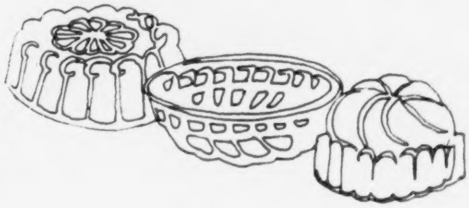
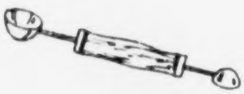




5. ______________________________

6. ______________________________



7. ______________________________

OBJECTIVE 10

Match kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping to their correct uses. Write the correct letter in the blanks.

____1. Used to serve soups, gravies, and sauces

____2. Used to whip eggs or batter and to blend gravies, sauces, and soups

____3. Used for creaming, stirring, and mixing

____4. Used to spoon liquids over foods and to lift food and liquids out of pan

____5. Used to lift food from liquid in which food was cooked

____6. Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid

____7. Used for beating eggs, egg whites, or batter

____8. Used to turn meats, pancakes, vegetables, and fruits while browning

____9. Used to hold meats while slicing and to turn solid pieces of meat while browning and cooking

a. Cooking spoon

b. Grater

c. Ladle

d. Molds

e. Peeler

f. Rotary beater

g. Slotted spoon

h. Straight-edged spatula

i. Strainer

j. Tongs

k. Turner

l. Two-tined fork

m. Wire whisk or wire whip

n. Wooden spoon

OBJECTIVE 11

Match kitchen utensils and tools used for cutting, chopping, and mashing to their correct uses. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Used for slicing bread

____2. Used to core, peel, and section fruits and vegetables

____3. Used to chop, dice, and mince food

____4. Used for slicing roasts, hams, and thick, solid cuts of meat

a. Bread knife

b. Butcher knife

c. Cutting board

d. French or chef's knife

e. Grater

___ 5. Used for paring vegetables and fruits, such as carrots, potatoes, and apples

___ 6. Used for various kitchen cutting tasks

___ 7. Used to section raw meat, poultry, or fish

___ 8. Protects table top or counter when cutting food

___ 9. Used to mash potatoes and other foods

___ 10. Used to grate, shred, slice, and serrate foods, such as cabbage and cheese

f. Kitchen shears

g. Ladle

h. Meat slicer

i. Paring knife

j. Peeler

k. Potato masher

l. Razor blade

m. Rotary blade cutter

n. Scissors

o. Two-tined knife

OBJECTIVE 12

Match kitchen utensils and tools used for draining, straining, and sifting to their correct uses. Write the correct letters in the blanks.

___ 1. Used to sift, aerate, and blend dry ingredients

___ 2. Used for straining food which is too fine for colander

___ 3. Used to rinse and drain salad greens and berries and to drain many cooked foods

a. Colander

b. Flour sifter

c. Grater

d. Ladle

e. Strainer or sieve

OBJECTIVE 13

Match kitchen utensils and tools used for measuring to their correct uses. Write the correct letters in the blanks.

____1. Used to measure solids and dry ingredients, such as fat, flour, and sugar

____2. Used to level off ingredients when measuring and to spread frostings and sandwich fillings

____3. Used to measure liquids

____4. Used to measure small amounts of liquid or dry ingredients

a. Liquid measuring cups

b. Liquid measuring spoons

c. Measuring spoons

d. Nested or graduated dry measuring cups

e. Straight-edged knife

f. Straight-edged spatula

OBJECTIVE 14

Match kitchen utensils and tools used for cake and pastry making to their correct uses. Write the correct letters in the blanks.

____1. Used to roll out cookies, rolls, and pastry

____2. Used for scraping sides of utensils

____3. Used for mixing and combining ingredients for many foods

____4. Used to cut shortening into flour for pastries and biscuits

____5. Used to brush melted shortening on pastry and dough and to spread thin icings

____6. Used to cut dough into various shapes and sizes

a. Colanders

b. Cutters

c. Graters

d. Mixing bowls

e. Pastry blender

f. Pastry brush

g. Pastry knife

h. Rolling pin and cover

i. Rubber scraper

OBJECTIVE 15

Match kitchen utensils and tools used for baking and oven cooking to their correct uses. Write the correct letters in the blanks.

___ 1. Used for layer cakes

___ 2. Used for coffee cakes, bar cookies, and one-layer cakes

___ 3. Used to cool cakes and cookies

___ 4. Used to bake bundt, streusel, and pound cakes

___ 5. Used to bake thin sheet cakes

___ 6. Used to bake angel food, sponge, and chiffon cakes

___ 7. Used to bake muffins and rolls

___ 8. Used for baking pies

___ 9. Used to cook and serve various types of baked dishes

___ 10. Used for baking cookies, rolls, and biscuits

___ 11. Used to bake bread, meat loaf, and pound cakes

a. Angel food cake pan

b. Baking or casserole dishes

c. Bundt pan

d. Bundt sheet

e. Cookie pan

f. Cookie sheet

g. Jelly roll pan

h. Loaf dish

i. Loaf pan

j. Muffin pan

k. Pie pan

l. Pie plate

m. Round cake pan

n. Square cake pan

o. Wire cooling rack

p. Wooden cooling rack

OBJECTIVE 16

Match utensils used for range-top cooking to their correct uses. Write the correct letters in the blanks.

____1. Used for cooking foods in small amount of fat

____2. Used for cooking sauces, vegetables, and many other foods

____3. Used to cook pancakes and to grill sandwiches

____4. Used when temperature must be kept below boiling and to keep food warm without overcooking

____5. Used for braising meats and poultry

a. Bundt pan

b. Double boiler

c. Dutch oven

d. Grater

e. Griddle

f. Saucepan

g. Skillet

OBJECTIVE 17

Match tools used for cleanup to their correct uses. Write the correct letters in the blanks.

____1. Used for draining washed dishes and utensils

____2. Used to protect sink surface

____3. Used to clean vegetables and fruits

____4. Used for liquids and for washing dishes

____5. Used to clean stubborn food soil on pans

____6. Used for cleaning bottles

a. Bottle brush

b. Dish brush

c. Dish drainer

d. Dishpan

e. Scouring pad or brush

f. Sink brush

g. Sink drainer

h. Sink liner

i. Vegetable brush

OBJECTIVE 18

Match miscellaneous kitchen utensils and tools to their correct uses. Write the correct letter in the blanks.

___ 1. Used for gelatin salads and fancy desserts

___ 2. Used to divide soft food, such as cantaloupe or watermelon, into small balls for fruit cups

___ 3. Used to open canned foods

___ 4. Used to open bottles

___ 5. Used to check temperature of fat used for frying and sugar syrup for candy making

___ 6. Used to determine doneness of roasts and poultry while cooking

___ 7. Used for filling bottles and jars

a. Bottle opener

b. Can cutter

c. Can opener

d. Cooling rack

e. Deep-fat/candy thermometer

f. Funnel

g. Griddle

h. Meat thermometer

i. Melon-ball cutter

j. Molds

OBJECTIVE 19

List general procedures for care of kitchen utensils and tools.

____

____

____

____

____

____

____

____

____

OBJECTIVE 20

List advantages and disadvantages of various types of cookware. Write *one* advantage and *one* disadvantage in the spaces provided.

ADVANTAGES

1. Aluminum— ______
2. Cast iron— ______
3. Glass— ______
4. Glass ceramic— ______
5. Nonstick finishes— ______
6. Porcelain enamel— ______
7. Stainless steel— ______

DISADVANTAGES

8. Aluminum— ______
9. Cast iron— ______
10. Glass— ______
11. Glass ceramic— ______
12. Nonstick finishes— ______
13. Porcelain enamel— ______
14. Stainless steel— ______

OBJECTIVE 21

List principles for proper storage of kitchen utensils and tools.

______

______

______

OBJECTIVE 22

Name ways to measure accurately.

______

______

829

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 23

Demonstrate the ability to

a. Measure flour. RATING ___

b. Measure brown sugar. RATING ___

c. Measure small amounts of ingredients. RATING ___

d. Measure liquid ingredients. RATING ___

e. Measure shortening. RATING ___

KITCHEN UTENSILS AND TOOLS

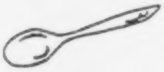
OBJECTIVE 1

Label kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. (Figures 1 through 9)

It is important to know which is the best tool for a particular job. For example, using a wooden spoon instead of a fork to stir pastry may cause a poor product; baking cookies in a cake pan instead of a cookie sheet may cause poorly shaped cookies that will not brown evenly. Each piece of equipment has its own specific use. Proper use of cooking tools saves time and energy and results in good food products.

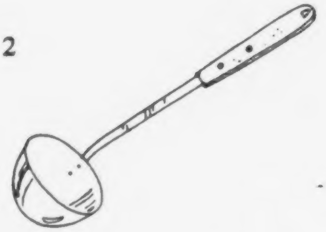
- Cooking spoon

FIGURE 1



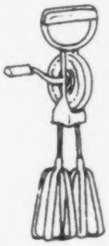
- Ladle

FIGURE 2



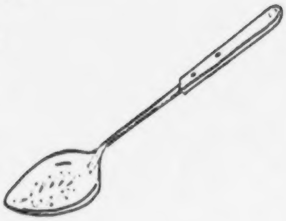
- Rotary beater

FIGURE 3



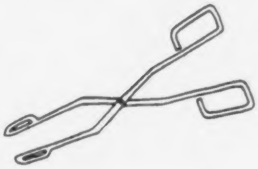
- Slotted spoon

FIGURE 4



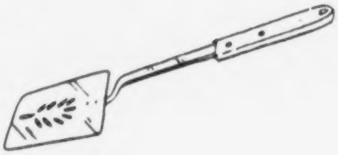
- Tongs

FIGURE 5



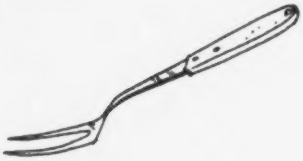
- Turner

FIGURE 6



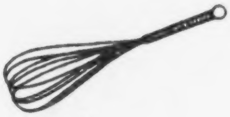
- Two-tined fork

FIGURE 7



- Wire whisk or wire whip

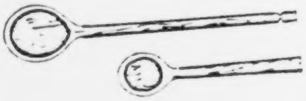
FIGURE 8



832

- Wooden spoon

FIGURE 9

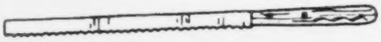


OBJECTIVE 2

Label kitchen utensils and tools used for cutting, chopping, and mashing. (Figures 10 through 19)

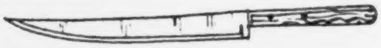
- Bread knife

FIGURE 10



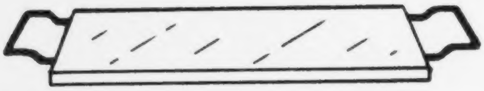
- Butcher knife

FIGURE 11



- Cutting board

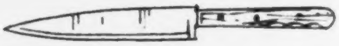
FIGURE 12



NOTE: Wood is a porous material and should not be used as a cutting board. Use a separate nonporous cutting board for poultry products.

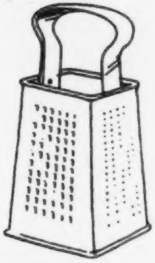
- French or chef's knife

FIGURE 13



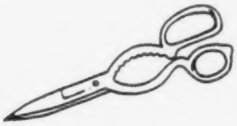
- Grater

  FIGURE 14



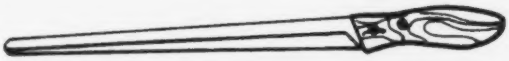
- Kitchen shears

  FIGURE 15



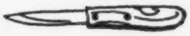
- Meat slicer

  FIGURE 16



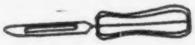
- Paring knife

  FIGURE 17



- Peeler

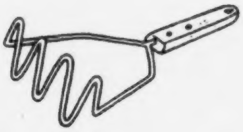
  FIGURE 18



83.1

- Potato masher

FIGURE 19

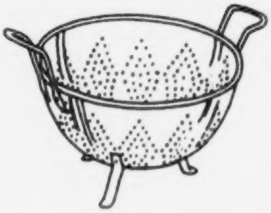


OBJECTIVE 3

Label kitchen utensils and tools used for draining, straining, and sifting. (Figures 20 through 22)

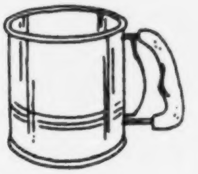
- Colander

FIGURE 20



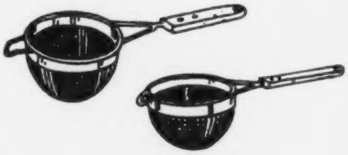
- Flour sifter

FIGURE 21



- Strainer or sieve

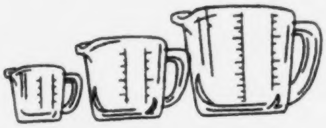
FIGURE 22



OBJECTIVE 4 **Label kitchen utensils and tools used for measuring.**
(Figures 23 through 26)

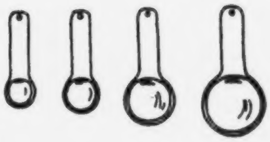
- Liquid measuring cups

FIGURE 23



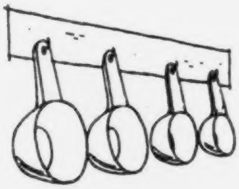
- Measuring spoons

FIGURE 24



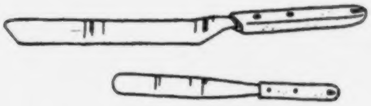
- Nested or graduated dry measuring cups

FIGURE 25



- Straight-edged spatulas (large and small)

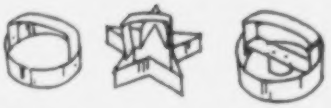
FIGURE 26



OBJECTIVE 5 **Label kitchen utensils and tools used for cake and pastry making.** (Figures 27 through 32)

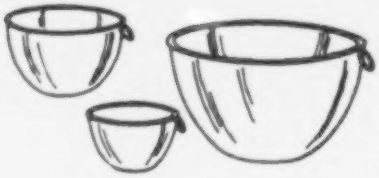
- Cutters

FIGURE 27



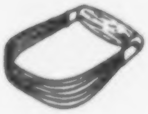
- Mixing bowls

FIGURE 28



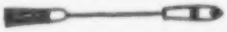
- Pastry blender

FIGURE 29



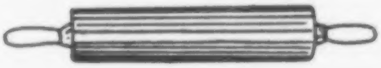
- Pastry brush

FIGURE 30



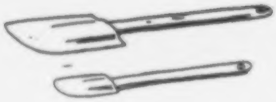
- Rolling pin and cover

FIGURE 31



- Rubber scrapers

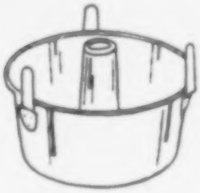
FIGURE 32



OBJECTIVE 6 **Label kitchen utensils and tools used for baking and oven cooking.** (Figures 33 through 43)

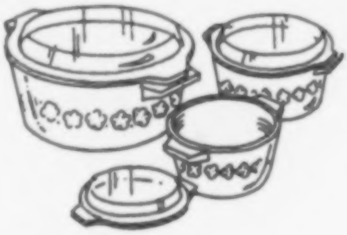
- Angel food cake pan

FIGURE 33



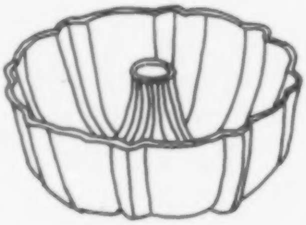
- Baking or casserole dishes

FIGURE 34



- Bundt pan

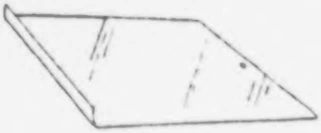
FIGURE 35



838

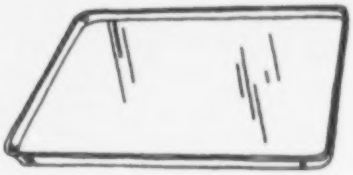
- Cookie sheet

FIGURE 36



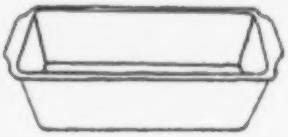
- Jelly roll pan

FIGURE 37



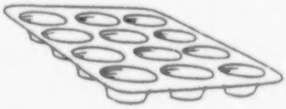
- Loaf pan

FIGURE 38



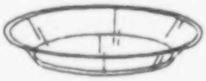
- Muffin pan

FIGURE 39



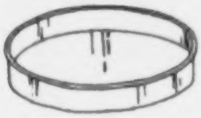
- Pie pan

FIGURE 40



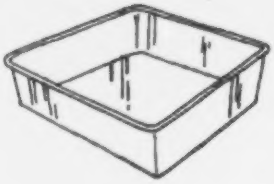
- Round cake pan

FIGURE 41



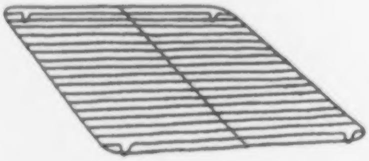
- Square cake pan

FIGURE 42



- Wire cooling rack

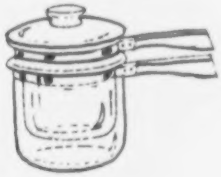
FIGURE 43



OBJECTIVE 7 **Label kitchen utensils used for range-top cooking.** (Figures 44 through 48)

- Double boiler

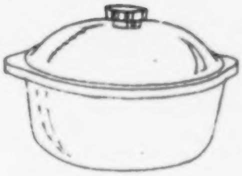
FIGURE 44



840

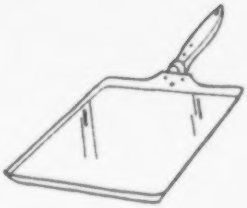
- **Dutch oven**

  FIGURE 45



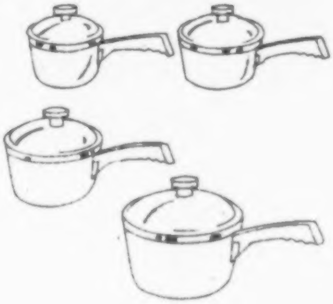
- **Griddle**

  FIGURE 46



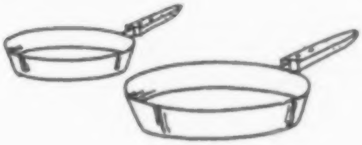
- **Saucepans**

  FIGURE 47



- **Skillets**

  FIGURE 48



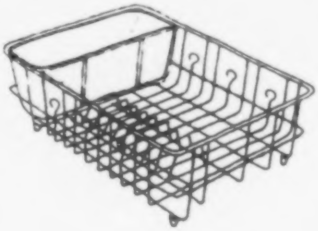
Label tools used for cleanup. (Figures 49 through 54)

- Bottle brush

FIGURE 49

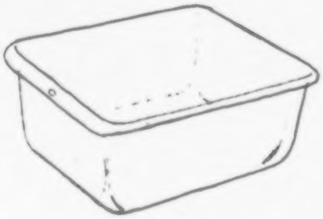
- Dish drainer

FIGURE 50



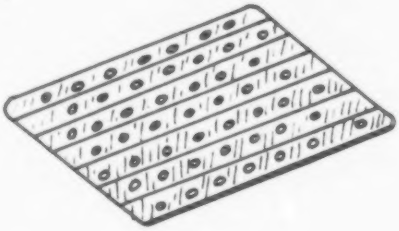
- Dishpan

FIGURE 51



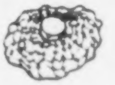
- Sink liner

FIGURE 52



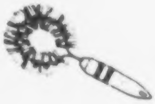
- Scouring pad

FIGURE 53



- Vegetable brush

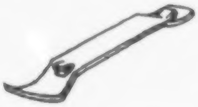
FIGURE 54



OBJECTIVE 9 **Label miscellaneous kitchen utensils and tools.** (Figures 55 through 61)

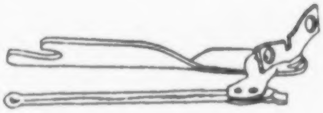
- Bottle opener

FIGURE 55



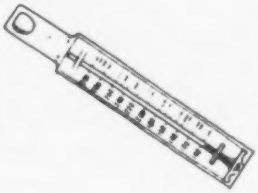
- Can opener

FIGURE 56



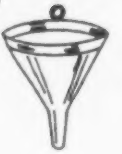
- Deep-fat/candy thermometer

FIGURE 57



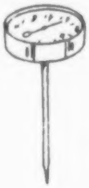
- Funnel

FIGURE 58



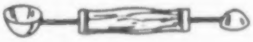
- Meat thermometer

FIGURE 59



- Melon-ball cutter

FIGURE 60



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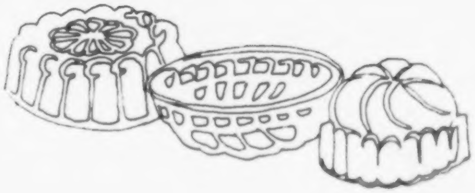
- Molds

FIGURE 61



OBJECTIVE 10

Match kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping to their correct uses.

- **Cooking spoon**—Used to spoon liquids over foods and to lift food and liquids out of pan
- **Ladle**—Used to serve soups, gravies, and sauces
- **Rotary beater**—Used for beating eggs, egg whites, or batter
- **Slotted spoon**—Used to lift food from liquid in which food was cooked
- **Tongs**—Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid
- **Turner**—Used to turn meats, pancakes, vegetables, and fruits while browning
- **Two-tined fork**—Used to hold meats while slicing and to turn solid pieces of meat while browning and cooking
- **Wire whisk or wire whip**—Used to whip eggs or batter and to blend gravies, sauces, and soups
- **Wooden spoon**—Used for creaming, stirring, and mixing

OBJECTIVE 11

Match kitchen utensils and tools used for cutting, chopping, and mashing to their correct uses.

- **Bread knife**—Used for slicing bread
- **Butcher knife**—Used to section raw meat, poultry, or fish
- **Cutting board**—Protects table top or counter when cutting food

- **French or chef's knife**—Used to chop, dice, and mince food
- **Grater**—Used to grate, shred, slice, and serrate foods, such as cabbage and cheese
- **Kitchen shears**—Used for various kitchen cutting tasks
- **Meat slicer**—Used for slicing roasts, hams, and thick, solid cuts of meat
- **Paring knife**—Used to core, peel, and section fruits and vegetables
- **Peeler**—Used for paring vegetables and fruits, such as carrots, potatoes, and apples
- **Potato masher**—Used to mash potatoes and other foods

OBJECTIVE 12

Match kitchen utensils and tools used for draining, straining, and sifting to their correct uses.

- **Colander**—Used to rinse and drain salad greens and berries and to drain many cooked foods
- **Flour sifter**—Used to sift, aerate, and blend dry ingredients
- **Strainer or sieve**—Used for straining food which is too fine for colander

OBJECTIVE 13

Match kitchen utensils and tools used for measuring to their correct uses.

- **Liquid measuring cups**—Used to measure liquids
- **Measuring spoons**—Used to measure small amounts of liquid or dry ingredients
- **Nested or graduated dry measuring cups**—Used to measure solids and dry ingredients, such as fat, flour, and sugar
- **Straight-edged spatula (large and small)**—Used to level off ingredients when measuring and to spread frostings and sandwich fillings

OBJECTIVE 14

Match kitchen utensils and tools used for cake and pastry making to their correct uses.

- **Cutters**—Used to cut dough into various shapes and sizes

- **Mixing bowls**—Used for mixing and combining ingredients for many foods
- **Pastry blender**—Used to cut shortening into flour for pastries and biscuits
- **Pastry brush**—Used to brush melted shortening on pastry and dough and spread thin icings
- **Rolling pin and cover**—Used to roll out cookies, rolls, and pastry
- **Rubber scraper**—Used for scraping sides of utensils

OBJECTIVE 15 **Match kitchen utensils and tools used for baking and oven cooking to their correct uses.**

- **Angel food cake pan**—Used to bake angel food, sponge, and chiffon cakes
- **Baking or casserole dishes**—Used to cook and serve various types of baked dishes
- **Bundt pan**—Used to bake bundt, streusel, and pound cakes
- **Cookie Sheet**—Used for baking cookies, rolls, and biscuits
- **Jelly roll pan**—Used to bake thin sheet cakes
- **Loaf pan**—Used to bake bread, meat loaf, and pound cakes
- **Muffin pan**—Used to bake muffins and rolls
- **Pie pan**—Used for baking pies
- **Round cake pan**—Used for layer cakes
- **Square cake pan**—Used for coffee cakes, bar cookies, and one-layer cakes
- **Wire cooling rack**—Used to cool cakes and cookies

OBJECTIVE 16 **Match kitchen utensils used for range-top cooking to their correct uses.**

- **Double boiler**—Used when temperature must be kept below boiling and to keep food warm without overcooking
- **Dutch oven**—Used for braising meats and poultry

- **Griddle**—Used to cook pancakes and to grill sandwiches
- **Saucepan**—Used for cooking sauces, vegetables, and many other foods
- **Skillet**—Used for cooking foods in small amount of fat

OBJECTIVE 17 **Match tools used for cleanup to their correct uses.**

- **Bottle brush**—Used for cleaning bottles
- **Dish drainer**—Used for draining washed dishes and utensils
- **Dishpan**—Used for liquids and for washing dishes
- **Sink liner**—Used to protect sink surface
- **Scouring pad or brush**—Used to clean stubborn food soil on pans
- **Vegetable brush**—Used to clean vegetables and fruits

OBJECTIVE 18 **Match miscellaneous kitchen utensils and tools to their correct uses.**

- **Bottle opener**—Used to open bottles
- **Can opener**—Used to open canned foods
- **Deep-fat/candy thermometer**—Used to check temperature of fat used for frying and sugar syrup for candy making
- **Funnel**—Used for filling bottles and jars
- **Meat thermometer**—Used to determine doneness of roasts and poultry while cooking
- **Melon-ball cutter**—Used to divide soft food, such as cantaloupe or watermelon, into small balls for fruit cups
- **Molds**—Used for gelatin salads and fancy desserts

OBJECTIVE 19 **List general procedures for care of kitchen utensils and tools.**

- Avoid filling hot utensils with cold water to prevent warping
- Clean promptly after each use
- Follow manufacturer's directions

- Store promptly in assigned place
- Use utensils and tools only for purpose(s) intended

  Example: Do not use a knife to pry open a container

OBJECTIVE 20

List advantages and disadvantages of various types of cookware.

Cookware includes items used for baking and oven cooking as well as utensils used for range-top cooking. They are made of various materials and each type has advantages and disadvantages.

Cookware Material	Advantages	Disadvantages
Aluminum	Durable Good conductor of heat Lightweight	Dishwasher detergents stain and darken Minerals in food and water cause darkening
Cast iron	Good conductor of heat	Heavy Rusts unless dried thoroughly Should not be scoured Grease builds up on outside surfaces
Glass	Attractive designs Allows food to be seen in cookware	Chips and breaks easily Conducts heat unevenly Will break under extreme temperature changes Should not be scoured
Glass ceramic	Resists cracking and scratching Withstands sharp temperature changes such as from freezer to the oven	Breaks when dropped May develop hot spots that cause food to cook unevenly and stick
Nonstick finishes	Allows for fat-free cooking and easy cleanup Durable if used properly	Stains and loses nonstick effectiveness if overheated Should not be scoured; will scratch unless used with nylon or plastic utensils
Porcelain enamel (glass on metal)	Spreads heat well	Chips easily Should not be scoured Stains easily **NOTE:** Stains can be removed with bleach.
Stainless steel	Durable Keeps brightness under normal care Resists stains and rust	Does not spread heat evenly **NOTE:** Aluminum or copper is often used on the bottom of the cookware Will darken if overheated

OBJECTIVE 21

List principles for proper storage of kitchen utensils and tools.

You may never have all the kitchen utensils and tools that you want, but you can better use the equipment that you have to its fullest capacity if you store it correctly.

The items should be...

- Easy to reach.

  NOTE: No articles in frequent use should be stored higher or lower than can be grasped by the fingertips without stretching or stooping. Drawers can be divided so that items can be kept in order and removed without scrambling though a jumble of pieces.

- Easy to see.

  NOTE: Adequate lighting and proper storage will help make all items easier to locate.

- Placed in the location where they are first used.

  NOTE: This can save many unnecessary steps in the kitchen.

OBJECTIVE 22

Name ways to measure accurately.

Having the right utensils and tools is not enough to guarantee satisfactory food products. Most food preparation requires ingredients to be measured. Since each ingredient is used for a special reason, the measurements must be level and exact or the end product may not be satisfactory. There are two basic ways to measure accurately. Job Sheets 1 through 5 will allow you an opportunity to learn how to measure correctly using standard measuring cups and spoons.

- Standard measuring cups and spoons.

  NOTE: This method is used in the home and most home economic departments.

- Weighing.

  NOTE: This method is used when large quantities of food are prepared in bakeries, hospitals, and restaurants.

JOB SHEET 1

KITCHEN UTENSILS AND TOOLS

OBJECTIVE 23a

Measure flour.

INTRODUCTION

Flour has tiny granules that pack together. Most recipes assume that the flour has been sifted before measuring to prevent the flour from being packed and causing the use of too much flour. The following procedure should be used when measuring flour.

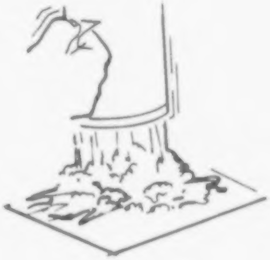
EQUIPMENT AND SUPPLIES

- Flour sifter
- 1-cup measuring cup for dry ingredients
- Straight-edged spatula
- Cooking spoon
- Flour
- Waxed paper

PROCEDURE

1. Spoon flour into sifter.
2. Sift flour onto waxed paper. (Figure 1)

FIGURE 1



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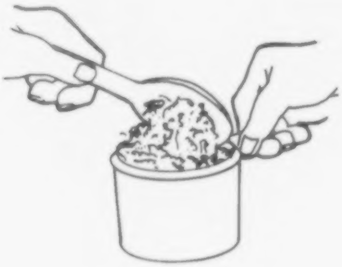
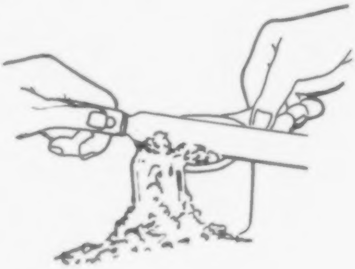
3. Spoon the sifted flour lightly into the cup until it heaps over the top. (Figure 2)

FIGURE 2



4. Use straight-edged spatula to make several cuts through the top of the flour to get rid of air pockets.
5. Draw the edge across the top of the cup, making sure the flour is level with the top of the cup. (Figure 3). Be careful not to tap the side of the cup on the table to level the flour in the cup. This causes the flour to settle, and you will have an inaccurate measure. This procedure may also be used for measuring confectioners powdered sugar.

FIGURE 3



6. Have your instructor evaluate your work.
7. Clean area and put away equipment and supplies.

OBJECTIVE 23b

Measure brown sugar.

INTRODUCTION

Brown sugar is often lumpy right out of the package and the lumps must be removed before measuring. The following procedure should be used when measuring brown sugar.

EQUIPMENT AND SUPPLIES

- 1/2-cup measuring cup for dry ingredients
- Straight-edged spatula
- Cooking spoon
- Brown sugar
- Waxed paper
- Rolling pin

PROCEDURE

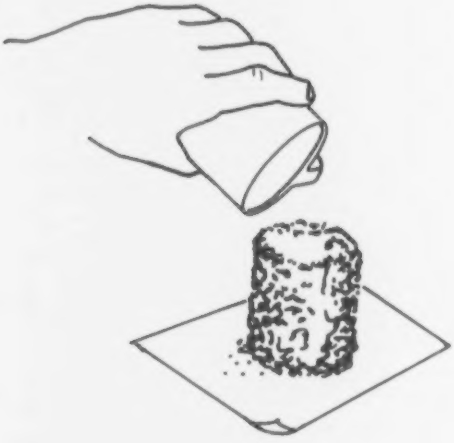
1. Spoon brown sugar onto waxed paper.
2. Roll out lumps with a rolling pin.
3. Use spoon to pack sugar into measuring cup.

   NOTE: Brown sugar is always packed into the measuring cup unless the recipe indicates otherwise.

4. Level top of cup with the straight-edged spatula.
5. Turn brown sugar out onto waxed paper. (See Figure 1 on the following page.)

   NOTE: If correctly measured, the brown sugar will keep the shape of the cup when turned out.

FIGURE 1



6. Have your instructor evaluate your work.
7. Clean area and put away equipment and supplies.

OBJECTIVE 23c

Measure small amounts of ingredients.

INTRODUCTION

Most recipes will call for very small amounts of some ingredients. These must be measured in measuring spoons rather than measuring cups. The following procedure should be followed when measuring small amounts of dry or liquid ingredients.

EQUIPMENT AND SUPPLIES

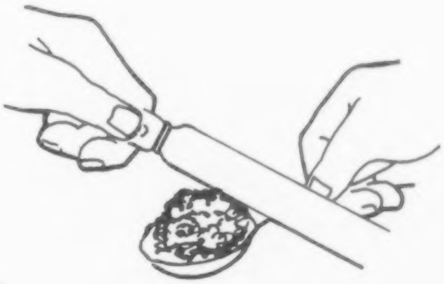
- 1 Tablespoon measuring spoon
- Straight-edged spatula
- Dry ingredient such as baking powder, flour, salt
- Liquid ingredient such as water, vanilla, lemon juice
- Waxed paper

PROCEDURE

For dry ingredients:

1. Put the correct measuring spoon into the ingredient's container.
2. Heap measuring spoon with the dry ingredient.
3. Level dry ingredient with the straight-edged spatula. (Figure 1)

FIGURE 1



For liquid ingredients:

4. Select correct measuring spoon.
5. Fill with liquid ingredient until the measuring spoon is full.
6. Have your instructor evaluate your work.
7. Clean area and put away equipment and supplies.

JOB SHEET 4

KITCHEN UTENSILS AND TOOLS

F V

OBJECTIVE 23d

Measure liquid ingredients.

INTRODUCTION

Liquid ingredients are measured in liquid measuring cups with a rim above the top measuring line. The following procedure should be followed when measuring liquid ingredients.

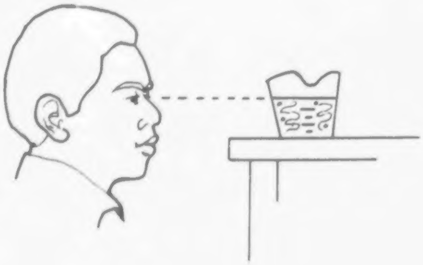
EQUIPMENT AND SUPPLIES

- Liquid measuring cup
- Container for water
- Water

PROCEDURE

1. Place liquid measuring cup at eye level.
2. Pour water from container into measuring cup.
3. Fill cup to the 1-cup line.
4. Check measurement at eye level. (Figure 1)

FIGURE 1



5. Have your instructor evaluate your work.
6. Clean area and put away equipment and supplies.

JOB SHEET 5 — KITCHEN UTENSILS AND TOOLS

F V

OBJECTIVE 23e

Measure shortening.

INTRODUCTION

Butter, margarine, lard, and solid shortening are various types of fats. Butter, margarine, and lard are often sold in packages that are often marked for accurate measurements. Solid shortening must be measured using the following procedures.

EQUIPMENT AND SUPPLIES

- 1/4-cup measuring cup
- 1-cup liquid measuring cup
- Straight-edged spatula
- Cooking spoon
- Rubber scraper
- Shortening at room temperature
- Cold water

PROCEDURE

Dry ingredient measuring method

1. Use rubber scraper and spoon to pack the shortening into the measuring cup so there are no air spaces.
2. Level off top with straight-edged spatula.
3. Take all of the shortening out of the measuring cup with a rubber scraper.

Water displacement method

To measure 1/4 cup

1. Pour cold water into liquid measuring cup up to the 3/4 cup line.
2. Use rubber scraper and spoon to add the shortening to the water until the water level rises to the 1-cup line.
3. Pour off the water.

4. Remove the shortening with the rubber scraper.
5. Have your instructor evaluate your work.
6. Clean area and put away equipment and supplies.

JOB SHEET 1

Measure flour.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Spooned flour into sifter.	_____	_____
2. Sifted flour onto waxed paper.	_____	_____
3. Lightly spooned the sifted flour into the 1-cup measuring cup until it heaped over the top.	_____	_____
4. Used straight-edged spatula to make several cuts through the top of the flour to get rid of air pockets.	_____	_____
5. Drew the edge across the top of the cup, making sure the flour was level with the top of the cup.	_____	_____

EVALUATOR'S COMMENT

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Flour into cup	4 Sifted flour onto paper, spooned into the correct cup until it heaped over the top	3 Sifted flour onto paper, but did not spoon into the correct cup until it heaped over the top	2 Did not sift flour, but spooned into the correct cup until it heaped over the top	1 Did not sift flour, did not spoon into the correct cup until it heaped over the top
Leveling Flour in cup	4 Drew straight edge across the top, did not tap cup cup	3 Did not draw straight edge across the top, but did not tap cup	2 Drew straight edge across the top, but tapped cup	1 Did not draw straight edge across the top, tapped cup

EVALUATOR'S COMMENT

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 2

Measure brown sugar.

Student's name ______________________________ Date ___________

Evaluator's name ____________________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Spooned brown sugar onto waxed paper.	_____	_____
2. Rolled lumps with a rolling pin.	_____	_____
3. Packed sugar into the 1/2-cup measuring cup.	_____	_____
4. Leveled top of cup with spatula.	_____	_____
5. Turned brown sugar onto waxed paper.	_____	_____

EVALUATOR'S COMMENT

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

862

Criteria:	4	3	2	1
Removing Lumps	Rolled out all lumps	Rolled out most lumps	Rolled out a few lumps	No attempt to roll out lumps
Packing Sugar	Kept shape of cup when turned out, used 1/2-cup measuring cup	Kept most of the shape of cup when turned out, but used 1/2-cup measuring cup	Kept a little of the shape of cup when turned out, but did use 1/2-cup measuring cup	Fell apart when turned out of cup, did not use 1/2-cup measuring cup

EVALUATOR'S COMMENT

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

KITCHEN UTENSILS AND TOOLS

F V

JOB SHEET 3

Measure small amounts of ingredients.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
For dry ingredient:		
1. Put the 1 Tablespoon measuring spoon into the ingredient's container.	_____	_____
2. Heaped the measuring spoon with the dry ingredient.	_____	_____
3. Leveled spoon with spatula.	_____	_____
For liquid ingredient:		
4. Selected correct measuring spoon.	_____	_____
5. Filled the spoon until full.	_____	_____

EVALUATOR'S COMMENT

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Dry Ingredient Measure	Heaped ingredient into spoon, leveled with spatula, used 1 Tablespoon measuring spoon	Heaped ingredient into spoon, but did not level with spatula, used 1 Tablespoon measuring spoon	Did not heap ingredient into spoon, did level with spatula, but did not use 1 Tablespoon measuring spoon	Did not heap ingredient into spoon, did not level with spatula, did not use 1 Tablespoon measuring spoon
Liquid Ingredient Measure	Selected correct spoon, filled until full	Selected correct spoon, but did not fill until full	Did not select correct spoon, but filled until full	Did not select correct spoon, did not fill until full

EVALUATOR'S COMMENT

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 4

Measure liquid ingredients.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Placed liquid measuring cup at eye level.	____	____
2. Poured water from container into measuring cup.	____	____
3. Filled cup to the 1 cup line.	____	____
4. Checked measurement at eye level.	____	____

EVALUATOR'S COMMENT

____

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____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Liquid Measuring	Filled cup to 1 cup line, checked at eye level	Filled cup to 1 cup line, but did not check at eye level	Did not fill to 1 cup line, but checked at eye level	Did not fill to 1 cup line, did not check at eye level

EVALUATOR'S COMMENT

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

KITCHEN UTENSILS AND TOOLS

JOB SHEET 5

Measure shortening.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
Dry ingredient method:		
1. Used rubber scraper and spoon to pack shortening into the 1/4 cup measuring cup.	____	____
2. Leveled off top with a straight-edged spatula.	____	____
3. Took all of the shortening out of cup with rubber scraper.	____	____
Water displacement method:		
4. Poured cold water into liquid measuring cup up to the 3/4 cup line.	____	____
5. Used rubber scraper and spoon to add shortening until the water level rose to the 1 cup line.	____	____
6. Poured off the water.	____	____
7. Removed the shortening with the rubber scraper.	____	____

EVALUATOR'S COMMENT

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Dry Measuring Cup Method	Leveled 1/4-cup of shortening, took all out of cup	Leveled 1/4-cup, but did not take all out of cup	Did not level 1/4-cup, but took all out of cup	Did not level 1/4-cup shortening, did not take all out of cup
	4	3	2	1
Water Displacement Method	Filled with water to 3/4-cup line, added shortening to make water go to 1 cup line	Filled with water to 3/4-cup line, but did not add shortening to make water go to 1 cup line	Did not fill with water to 3/4-cup line, but added shortening to make water go to 1 cup line	Did not fill with water to 3/4-cup line, did not add shortening to make water go to 1 cup line

EVALUATOR'S COMMENT

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

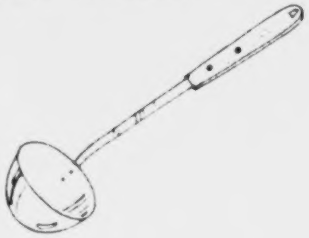
KITCHEN UTENSILS AND TOOLS

F V

NAME ______________________ SCORE ______

OBJECTIVE 1

Label kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks.



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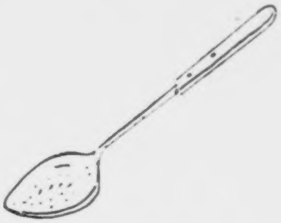

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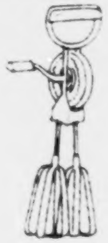

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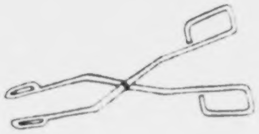
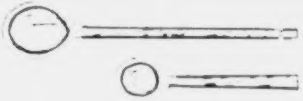


4. ______________________



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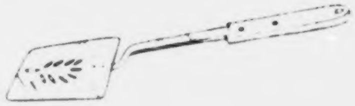
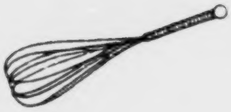
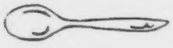
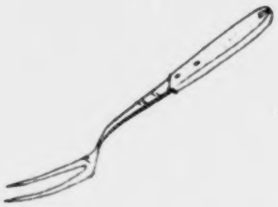


6. ______________________





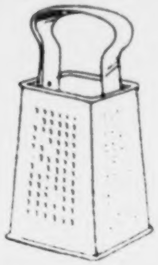
7. ____________________ 8. ____________________

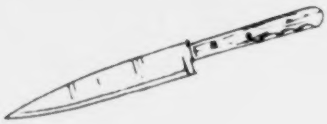


9. ____________________

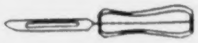
OBJECTIVE 2

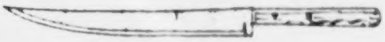
Label kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks.



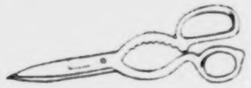


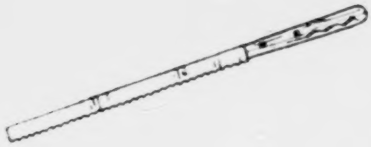
1. ____________________ 2. ____________________



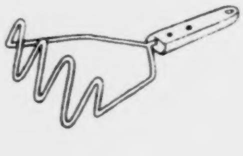


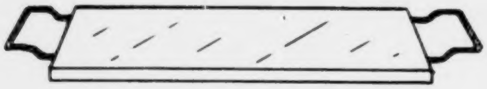
3. ____________________ 4. ____________________



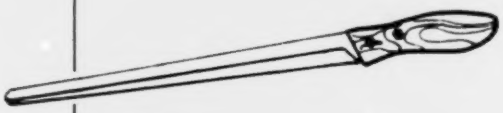


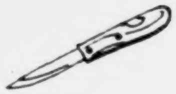
5. ______________________ 6. ______________________





7. ______________________ 8. ______________________

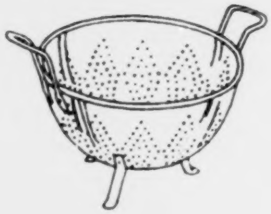


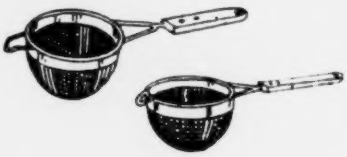


9. ______________________ 10. ______________________

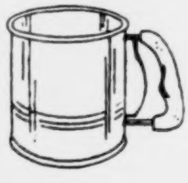
OBJECTIVE 3

Label kitchen utensils and tools used for draining, straining, and sifting. Write the correct names in the blanks.





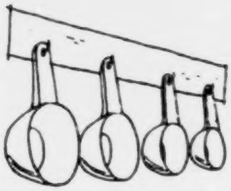
1. ______________________ 2. ______________________



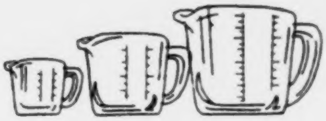
3. ______________________

OBJECTIVE 4

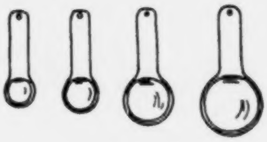
Label kitchen utensils and tools used for measuring. Write the correct names in the blanks.



1. ______________________



2. ______________________



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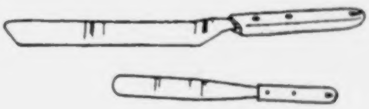
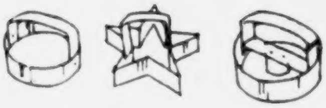


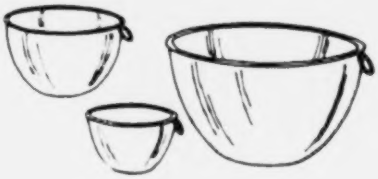
4. ______________________

OBJECTIVE 5

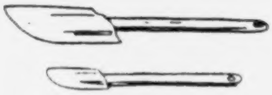
Label kitchen utensils and tools used for cake and pastry making. Write the correct names in the blanks.



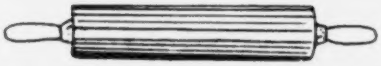
1. ______________________



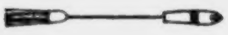
2. ______________________

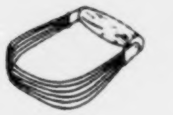


3. ______________________



4. ______________________

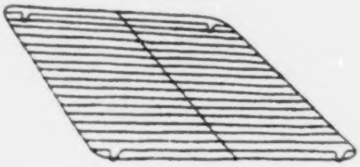


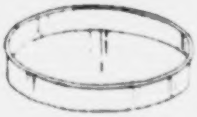


5. ______________________ 6. ______________________

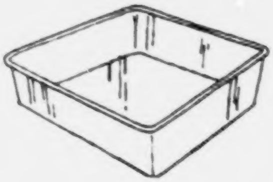
OBJECTIVE 6

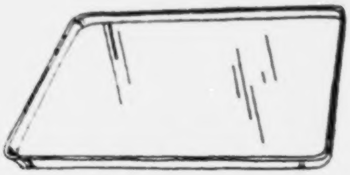
Label kitchen utensils and tools used for baking and oven cooking. Write the correct names in the blanks.



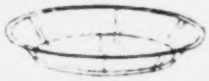


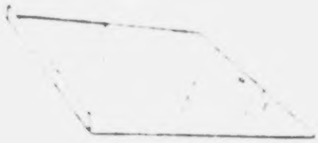
1. ______________________ 2. ______________________



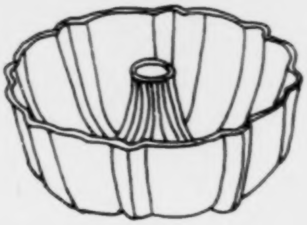


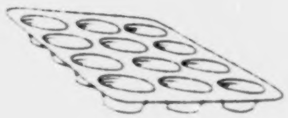
3. ______________________ 4. ______________________



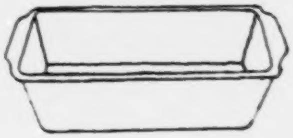


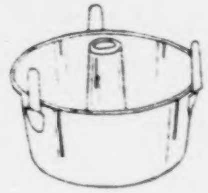
5. ______________________ 6. ______________________



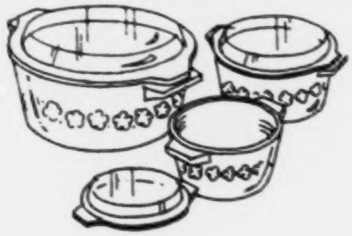


7. ____________________ 8. ____________________





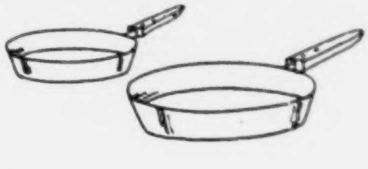
9. ____________________ 10. ____________________

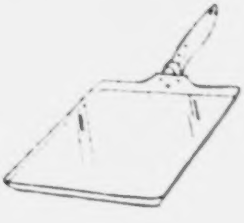


11. ____________________

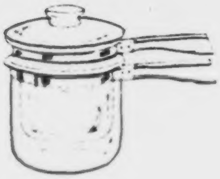
OBJECTIVE 7

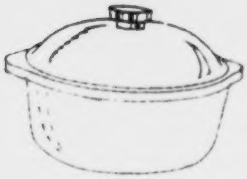
Label kitchen utensils used for range-top cooking. Write the correct names in the blanks.



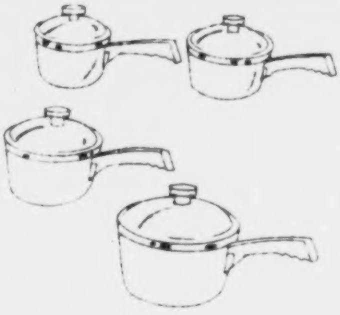


1. ____________________ 2. ____________________





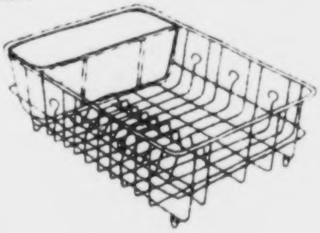
3. ____________________ 4. ____________________

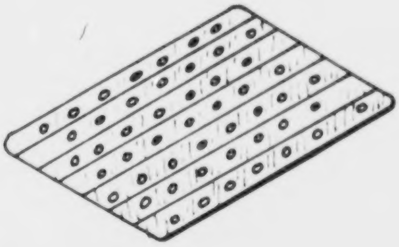


5. ____________________

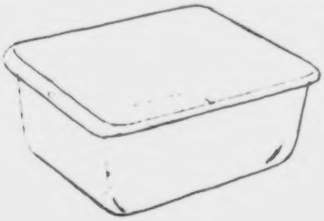
OBJECTIVE 8

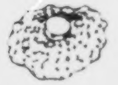
Label tools used for cleanup. Write the correct names in the blanks.



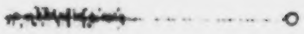


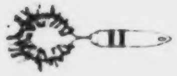
1. ____________________ 2. ____________________





3. ____________________ 4. ____________________

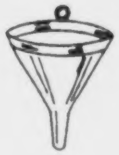


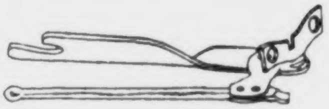


5. ______________________ 6. ______________________

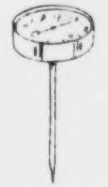
OBJECTIVE 9

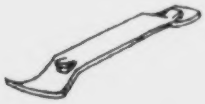
Label miscellaneous kitchen utensils and tools. Write the correct names in the blanks.



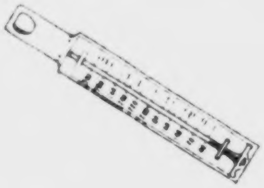


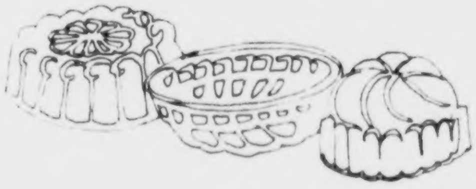
1. ______________________ 2. ______________________



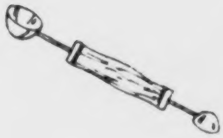


3. ______________________ 4. ______________________





5. ______________________ 6. ______________________



7. ____________________

OBJECTIVE 10

Match kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping to their correct uses. Write the correct letters in the blanks.

___ 1. Used to serve soups, gravies, and sauces

___ 2. Used to whip eggs or batter and to blend gravies, sauces, and soups

___ 3. Used for creaming, stirring, and mixing

___ 4. Used to spoon liquids over foods and to lift food and liquids out of pan

___ 5. Used to lift food from liquid in which food was cooked

___ 6. Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid

___ 7. Used for beating eggs, egg whites, or batter

___ 8. Used to turn meats, pancakes, vegetables, and fruits while browning

___ 9. Used to hold meats while slicing and to turn solid pieces of meat while browning

a. Cooking spoon

b. Paring knife

c. Ladle

d. Tongs

e. Meat slicer

f. Two-tined fork

g. Turner

h. Bread knife

i. Rotary beater

j. Wire whisk or wire whip

k. Peeler

l. Wooden spoon

m. Slotted spoon

OBJECTIVE 11

Match kitchen utensils and tools used for cutting, chopping, and mashing to their correct uses. Write the correct letters in the blanks.

____1. Used for slicing bread

____2. Used to core, peel, and section fruits and vegetables

____3. Used to chop, dice, and mince food

____4. Used for slicing roasts, hams, and thick, solid cuts of meat

____5. Used for paring vegetables and fruits, such as carrots, potatoes, and apples

____6. Used for various kitchen cutting tasks

____7. Used to section raw meat, poultry, or fish

____8. Protects table top or counter when cutting food

____9. Used to mash potatoes and other foods

____10. Used to grate, shred, slice, and serrate foods, such as cabbage and cheese

a. French or chef's knife
b. Turner
c. Paring knife
d. Meat slicer
e. Bread knife
f. Peeler
g. Beater
h. Kitchen shears
i. Butcher knife
j. Colander
k. Cutting board
l. Cutters
m. Potato masher
n. Grater
o. Tongs

OBJECTIVE 12

Match kitchen utensils and tools used for draining, straining, and sifting to their correct uses. Write the correct letters in the blanks.

____1. Used to sift, aerate, and blend dry ingredients

____2. Used for straining food which is too fine for colander

____3. Used to rinse and drain salad greens and berries and to drain many cooked foods

a. Strainer or sieve
b. Colander
c. Grater
d. Flour sifter
e. Blender

OBJECTIVE 13

Match kitchen utensils and tools used for measuring to their correct uses. Write the correct letters in the blanks.

___ 1. Used to measure solids and dry ingredients, such as fat, flour, and sugar

___ 2. Used to level off ingredients when measuring and to spread frostings and sandwich fillings

___ 3. Used to measure liquids

___ 4. Used to measure small amounts of liquid or dry ingredients

a. Measuring spoons

b. Cooking spoons

c. Liquid measuring cups

d. Wooden spoons

e. Nested or graduated dry measured cups

f. Straight-edged spatula (large or small)

OBJECTIVE 14

Match kitchen utensils and tools used for cake and pastry making to their correct uses. Write the correct letters in the blanks.

___ 1. Used to roll out cookies, rolls, and pastry

___ 2. Used for scraping sides of utensils

___ 3. Used for mixing and combining ingredients for many foods

___ 4. Used to cut shortening into flour for pastries and biscuits

___ 5. Used to brush melted shortening on pastry and dough and to spread thin icings

___ 6. Used to cut dough into various shapes and sizes

a. Colander

b. Pastry blender

c. Pastry brush

d. Rolling pin and cover

e. Grater

f. Rubber scraper

g. Mixing bowls

h. Cutters

i. Blender

OBJECTIVE 15

Match kitchen utensils and tools used for baking and oven cooking to their correct uses. Write the correct letters in the blanks.

____1. Used for layer cakes

____2. Used for coffee cakes, bar cookies, and one-layer cakes

____3. Used to cool cakes and cookies

____4. Used to bake bundt, streusel, and pound cakes

____5. Used to bake thin sheet cakes

____6. Used to bake angel food, sponge, and chiffon cakes

____7. Used to bake muffins and rolls

____8. Used for baking pies

____9. Used to cook and serve various types of baked dishes

____10. Used for baking cookies, rolls, and biscuits

____11. Used to bake bread, meat loaf, and pound cakes

a. Wire cooling rack

b. Pastry pan

c. Round cake pan

d. Grater pan

e. Jelly roll pan

f. Mixing pan

g. Square cake pan

h. Bread pan

i. Bundt pan

j. Saucepan

k. Baking or casserole dishes

l. Loaf pan

m. Angel food cake pan

n. Dutch oven

o. Muffin pan

p. Cookie sheet

q. Pie pan

OBJECTIVE 16

Match kitchen utensils used for range-top cooking to their correct uses. Write the correct letters in the blanks.

___ 1. Used for cooking foods in small amount of fat

___ 2. Used for cooking sauces, vegetables, and many other foods

___ 3. Used to cook pancakes and to grill sandwiches

___ 4. Used when temperature must be kept below boiling and to keep food warm without overcooking

___ 5. Used for braising meats and poultry

a. Dishpan

b. Skillet

c. Griddle

d. Double boiler

e. Saucepan

f. Dutch oven

g. Strainer

OBJECTIVE 17

Match tools used for cleanup to their correct uses. Write the correct letters in the blanks.

___ 1. Used for draining washed dishes and utensils

___ 2. Used to protect sink surface

___ 3. Used to clean vegetables and fruits

___ 4. Used for liquids and for washing dishes

___ 5. Used to clean stubborn food soil on pans

___ 6. Used for cleaning bottles

a. Bottle brush

b. Vegetable brush

c. Scouring pad or brush

d. Saucepan

e. Dishpan

f. Boiler

g. Dish drainer

h. Sink liner

i. Strainer

OBJECTIVE 18

Match miscellaneous kitchen utensils and tools to their correct uses. Write the correct letters in the blanks.

____1. Used for gelatin salads and fancy desserts

____2. Used to divide soft food, such as cantaloupe or watermelon, into small balls for fruit cups

____3. Used to open canned foods

____4. Used to open bottles

____5. Used to check temperature of fat used for frying and sugar syrup for candy making

____6. Used to determine doneness of roasts and poultry while cooking

____7. Used for filling bottles and jars

a. Bottle opener

b. Can opener

c. Melon-ball cutter

d. Strainer

e. Molds

f. Cutters

g. Funnel

h. Meat thermometer

i. Grater

j. Deep-fat/candy thermometer

OBJECTIVE 19

List general procedures for care of kitchen utensils and tools.

____

____

____

OBJECTIVE 20

List advantages and disadvantages of various types of cookware. Write *one* advantage and *one* disadvantage in the spaces provided.

ADVANTAGES:

1. Aluminum— ______________________
2. Cast iron— ______________________
3. Glass— ______________________
4. Glass ceramic— ______________________
5. Nonstick finishes— ______________________

6. Porcelain enamel— ____________________

7. Stainless steel— ____________________

DISADVANTAGES

8. Aluminum— ____________________

9. Cast iron— ____________________

10. Glass— ____________________

11. Glass ceramic— ____________________

12. Nonstick finishes— ____________________

13. Porcelain enamel— ____________________

14. Stainless steel— ____________________

OBJECTIVE 21 **List proper storage principles for kitchen utensils and tools.**

____

____

OBJECTIVE 22 **Name ways to measure accurately.**

____

____

____

NOTICE In addition to the test items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 23 **Demonstrate the ability to:**

a. Measure flour. (Job Sheet 1) RATING ____

b. Measure brown sugar. (Job Sheet 2) RATING ____

c. Measure small amounts of ingredients. (Job Sheet 3) RATING ____

d. Measure liquid ingredients. (Job Sheet 4) RATING ____

e. Measure shortening. (Job Sheet 5) RATING ____

WRITTEN TEST ANSWERS | KITCHEN UTENSILS | F V

OBJECTIVE 1

1. Ladle
2. Slotted spoon
3. Rotary beater
4. Tongs
5. Wooden spoons
6. Turner
7. Wire whisk or wire whip
8. Cooking spoon
9. Two-tined fork

OBJECTIVE 2

1. Grater
2. French or chef's knife
3. Peeler
4. Butcher knife
5. Kitchen shears
6. Bread knife
7. Potato masher
8. Cutting board
9. Meat slicer
10. Paring knife

OBJECTIVE 3

1. Colander
2. Strainer or sieve
3. Flour sifter

OBJECTIVE 4

1. Nested or graduated dry measuring cups
2. Liquid measuring cups
3. Straight-edged spatula (large and small)
4. Measuring spoons

OBJECTIVE 5

1. Cutters
2. Mixing bowls
3. Rubber scraper
4. Rolling pin and cover
5. Pastry brush
6. Pastry blender

OBJECTIVE 6

1. Wire cooling rack
2. Round cake pan
3. Square cake pan
4. Jelly roll pan
5. Pie pan
6. Cookie sheet
7. Bundt pan
8. Muffin pan
9. Loaf pan
10. Angel food cake pan
11. Baking or casserole dishes

OBJECTIVE 7

1. Skillets
2. Griddle
3. Double boiler
4. Dutch oven
5. Saucepans

OBJECTIVE 8

1. Dish drainer
2. Sink liner
3. Dishpan
4. Scouring pad
5. Bottle brush
6. Vegetable brush

OBJECTIVE 9

1. Funnel
2. Can opener
3. Meat thermometer
4. Bottle opener
5. Deep-fat/candy thermometer
6. Molds
7. Melon-ball cutter

OBJECTIVE 10

1. c
2. j
3. l
4. a
5. m
6. d
7. i
8. g
9. f

OBJECTIVE 11

1. e
2. c
3. a
4. d
5. f
6. h
7. i
8. k
9. m
10. n

OBJECTIVE 12

1. d
2. a
3. b

OBJECTIVE 13

1. e
2. f
3. c
4. a

OBJECTIVE 14

1. d
2. f
3. g
4. b
5. c
6. h

OBJECTIVE 15

1. c
2. g
3. a
4. i
5. e
6. m
7. o
8. q
9. k
10. p
11. l

889

OBJECTIVE 16

1. b
2. e
3. c
4. d
5. f

OBJECTIVE 17

1. g
2. h
3. b
4. e
5. c
6. a

OBJECTIVE 18

1. e
2. c
3. b
4. a
4. j
6. h
7. g

OBJECTIVE 19

- Avoid filling hot utensils with cold water to prevent warping
- Clean promptly after each use
- Follow manufacturer's directions
- Store properly in assigned place
- Use utensils and tools only for purpose(s) intended

OBJECTIVE 20

Answers should include one of each of the following

1. Durable; good conductor of heat; lightweight
2. Good conductor of heat
3. Attractive designs; allows food to be seen in cookware
4. Resists cracking and scratching; withstands sharp temperature changes such as from freezer to the oven
5. Allows for fat-free cooking and easy clean-up; durable if used properly
6. Spreads heat well
7. Durable; keeps brightness under normal care; resists stains and rust
8. Becomes stained and darkened by dishwasher detergents; becomes darkened by minerals in food and water
9. Heavy; rusts unless dried thoroughly; should not be scoured; grease builds up on outside surfaces
10. Chips and breaks easily; conducts heat unevenly; will break under extreme temperature changes; should not be scoured
11. Breaks when dropped; may develop hot spots that cause food to cook unevenly and stick
12. Stains and loses non-stick effectiveness when overheated; should not be scoured; will scratch unless used with nylon or plastic utensils
13. Chips easily; should not be scoured; stains easily
14. Does not spread heat evenly

OBJECTIVE 21

Any two of the following are acceptable

- Easy to reach
- Easy to see
- Placed in the location where they are first used

OBJECTIVE 22	• Standard measuring cups and spoons • Weighing
OBJECTIVE 23	Refer to practical tests for Job Sheets 1 through 5.

OBJECTIVE SHEET

KITCHEN APPLIANCES

F VI

INTRODUCTION

Food preparation can be made easier with the use of various kitchen appliances. Knowing how to choose, use, and care for kitchen appliances can help make meal preparation run smoothly and results in better quality food products.

UNIT OBJECTIVE

After completing this unit, the student should be able to choose, use, and care for various kitchen appliances. The student will demonstrate these competencies by completing assignment sheet, job sheet, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with kitchen appliances to their correct definitions.
2. Label common kitchen appliances.
3. Match common kitchen appliances to their correct descriptions/uses.
4. List factors to consider when selecting kitchen appliances.
5. Select from a list guidelines for operation and care of kitchen appliances.
6. Select from a list guidelines for loading a dishwasher.
7. Name the uses of a microwave oven.
8. Describe how to test the suitability of containers for microwave cooking.
9. Arrange in order the steps to defrosting food in a microwave oven.
10. Compare kitchen appliance choices. (Assignment Sheet 1)
11. Demonstrate the ability to heat liquids in a microwave oven. (Job Sheet 1)

SUGGESTED ACTIVITIES

KITCHEN APPLIANCES

F VI

PREPARATION

Order materials listed in suggested resources.

- Invite a homemaker or food service worker to speak to the class.
- Invite a home appliance salesperson to be a guest speaker.

  NOTE: Please provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 5

- Show students how to use consumer publications to compare products.
- Explain to students the differences between ranges and stoves and between refrigerators and ice boxes.
- Have a homemaker or food service worker come speak to the class about appliances they use on the job.
- Have students prepare a demonstration on how to use the appliance of their choice. They should use the appliance instruction manual as a resource. Have students develop an advertisement, brochure, or package for their piece of equipment.
- Have students develop their own recipes for use in demonstrating the appliance of their choice.
- Invite an appliance salesperson to speak to the class on new appliances on the market.
- Visit the appliance department of a retail store.
- Show the film *Sauteing and Pan Frying*.
- Show the videos *Food Processor Video Cookbook* and *The Art of Food Processor*.
- Use the *1988 Refrigeration and Freezer Guide* as a teaching resource.
- Use the *Let's Make a Meal* kit as a teaching resource.
- Distribute the *Adventures in Basic Cooking* leaflet.

- Distribute the *Cooking Made Simple booklet.*
- Use the *Major Appliance Industry Facts Book* as a teaching resource.
- Show the videos *Operate and Clean Conventional Oven and Convection Oven*, *Clean and Operate Microwave Oven*, and *Operate and Clean Food Blender*.

Objectives 6 through 9

- Show students how to operate the microwave and the dishwasher in the classroom.
- Suggest as a home activity that students prepare a microwave meal for their family.
- In later food preparation labs, plan for each student to use as many of the appliances as possible.
- Distribute the "Microwaving with Aluminum Foil Containers" fact sheet.
- Show the film *Microwave Oven*.

APPLICATION

Objectives 10 through 11

- Use Assignment Sheet 1 to give students practice in comparing kitchen appliance choices.
- Use Job Sheet 1 to allow students the opportunity to heat liquids in a microwave oven.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *The Food Processor Video Cookbook* and *The Art to Food Processor* are available for purchase from Videocraft Classics, 1790 Broadway, Suite 701, New York, New York 10019.
- *Microwave Oven*
- *Sauteing and Pan Frying*

  NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order these films from National Educational Media, 21601 Devonshire Street, Chatsworth, California 91311.

- *Operate and Clean Conventional Oven and Convection Oven*,
- *Clean and Operate Microwave Oven*, and
- *Operate and Clean Food Blender*

  NOTE: These are available for purchase from the Curriculum and Instructional Materials Center address listed above.

Publications

- *Major Appliance Industry Facts Book* and *1988 Refrigerator and Freezer Guide* are available from the Association of Home Appliance Manufacturers, 20 N. Wacker Drive, Chicago, Illinois 60606.

- *Let's Make a Meal* teaching kit is available for a fee from the Scheduling Center, Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, Florida 33709.
- "Adventures in Basic Cooking" leaflet is available from the Whirlpool Corporation, AIS Dept. F, Administration Center, Benton Harbor, Michigan 49022.
- "Cooking Made Simple" booklet is available from the Maytag Company, 1 Dependability Square, Newton, Iowa 50208.
- "Microwaving with Aluminum Foil Containers" fact sheet is available from Aluminum Foil Container Manufacturers Association, P.O. Box 271, Lake Geneva, Wisconsin 53147.

UNIT REFERENCES

- Kelly, Joan. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational Technical Education, Curriculum and Instructional Materials Center, 1977.

OBJECTIVE 1

1.	l	8.	g
2.	m	9.	s
3.	n	10.	i
4.	o	11.	u
5.	e	12.	k
6.	p	13.	v
7.	f		

OBJECTIVE 2

1. Standard mixer
2. Can opener (electric)
3. Waffle baker/grill
4. Blender
5. Toaster
6. Microwave oven
7. Convection oven
8. Ceramic cooking surface
9. Refrigerator/freezer
10. Food processor
11. Hand mixer
12. Fry pan
13. Gas range
14. Electric range
15. Coffee maker

OBJECTIVE 3

1. p
2. b
3. s
4. d
5. t
6. q
7. e
8. v
9. g
10. x
11. y
12. k
13. aa
14. l
15. r
16. bb
17. m
18. cc
19. n
20. dd

OBJECTIVE 4

Any five of the following are acceptable

- Brand and model
- Care requirements
- Ease of use
- Exterior size and interior capacity
- Price
- Quality of instructions
- Recommendations from other owners
- Speed or wattage
- Useful features
- Warranty

OBJECTIVE 5

1, 2, 3, 4, 8, 9, 12

OBJECTIVE 6

4, 5, 6, 7, 8

OBJECTIVE 7

Any two of the following are acceptable

- Cooking
- Defrosting
- Heating

OBJECTIVE 8

Put 1 cup of water into a glass measuring cup; then, put the cup of water in the container to be tested. Operate the oven on full power for 1 minute and 15 seconds. At the end of the time only the water should be warm. The container should be cool. If the container is warm and the water is cool, the container should not be used in the microwave oven.

OBJECTIVE 9

1, 5, 4, 2, 3, 6, 7

OBJECTIVE 10

Refer to answers to Assignment Sheet 1.

OBJECTIVE 11

Refer to practical test for Job Sheet 1.

PRETEST | **KITCHEN APPLIANCES**

F VI

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with kitchen appliances to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Coffee maker that heats the water and allows it to drip through a filter that contains coffee grounds

___ 2. Government and private pamphlets and magazines that rate the quality of products

___ 3. Oven feature that burns away food spills while the oven is in operation

___ 4. Traditional oven that cooks food using gas or electricity

___ 5. To release from a frozen state

___ 6. A prominent part or characteristic of an appliance

___ 7. A piece of equipment for the kitchen powered by either gas or electricity

___ 8. Oven that must be hand cleaned of burned-on foods

___ 9. Mechanical parts of an appliance which use electricity or gas to operate the appliance's moving parts or to produce heat

___ 10. Coffee maker in which boiling water repeatedly rises through a tube and drips through a filter containing the coffee grounds

a. Automatic dishwasher

b. Brand

c. Convection oven

e. Defrost

f. Kitchen appliance

g. Manual cleaning

h. Microwave

i. Percolator

j. Reliability

k. Warranty

l. Automatic drip

m. Consumer publications

n. Continuous cleaning

o. Conventional oven

p. Feature

q. Kitchen utensil

r. Model

___ 11. Oven feature that must be set in operation to burn away food spills from the oven's interior surface

___ 12. A product's guarantee by the maker or seller to repair or replace the product or refund your money if the product fails to work as it should within a specified period of time

___ 13. Amount of power of an appliance expressed in watts.

s. Motor assembly

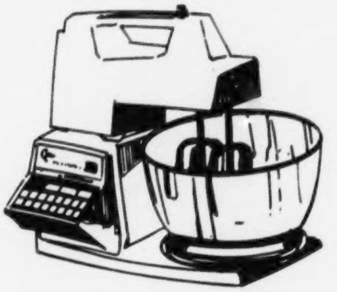
t. Radio waves

u. Self-cleaning

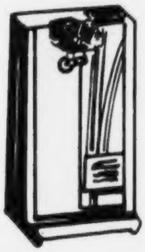
v. Wattage

OBJECTIVE 2

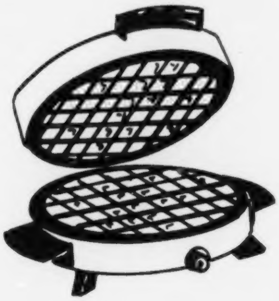
Label common kitchen appliances. Write the correct names in the blanks.



1. ______________________



2. ______________________



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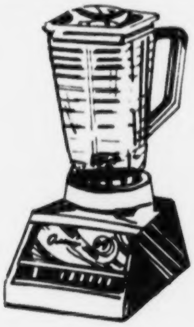

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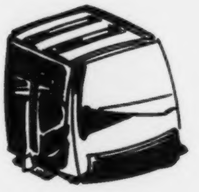
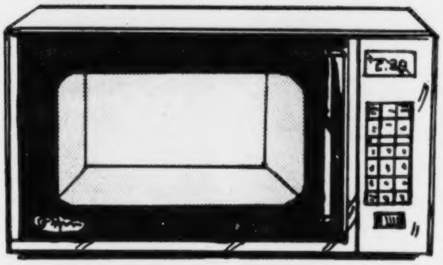
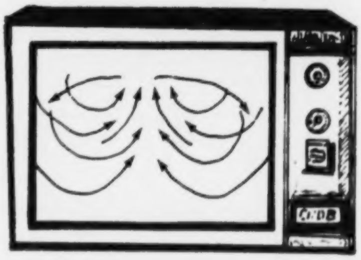


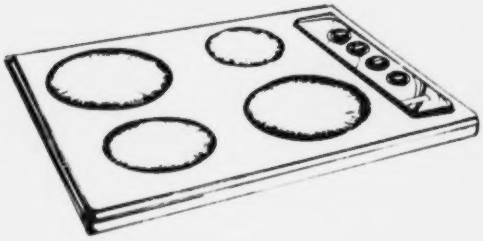
5. ______________________



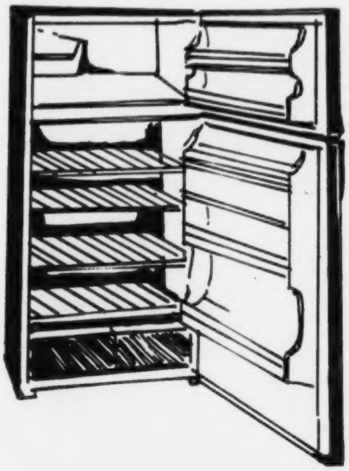
6. ______________________



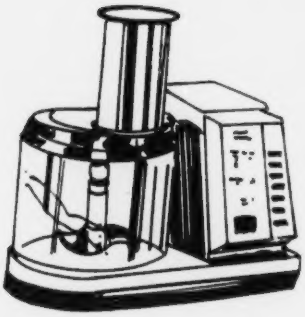
7. ______________________



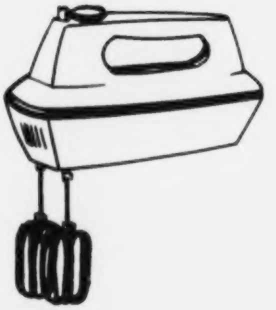
8. ______________________

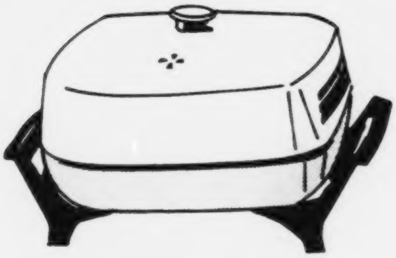


9. ______________________



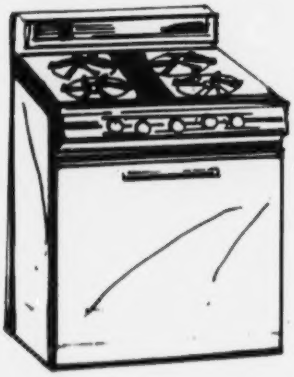
10. ______________________

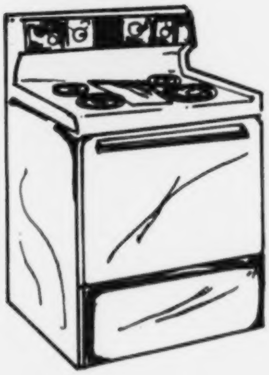




11. ____________________

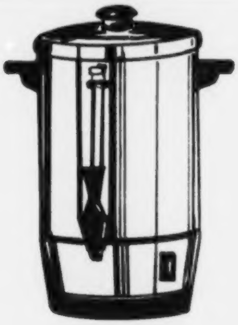
12. ____________________





13. ____________________

14. ____________________



15. ____________________

OBJECTIVE 3

Match common kitchen appliances to their correct descriptions/uses. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Used for automatic cleaning of dishes, pans, bakeware, and kitchen utensils.

___ 2. Used for blending, whipping, mixing, chopping and pureeing

___ 3. Opens most cans; some have attachments for grinding and sharpening knives

___ 4. A metal pan over heating coils under a ceramic surface that creates a magnetic field to heat the cookware and the food

___ 5. Used for making coffee and other hot drinks; may be automatic drip or percolator type

___ 6. Cooking appliance in which fan in the top of the oven circulates heated air evenly around the food in the cooking chamber; foods do not require turning or shifting for even browning

___ 7. Used for large or tough cutting jobs such as carving roasts or slicing hot bread

___ 8. Used for heating and cooking food with electricity; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning

___ 9. Used for beating, mixing, blending, whipping, slicing, grating, and pureeing

___ 10. Used to keep perishable food frozen for an extended period of time

___ 11. Used for all types of frying and for baking certain items such as custards

a. Automatic drip
b. Blender
c. Percolator
d. Ceramic cooking surface
e. Electric knife
f. Ice crusher
g. Food processor
h. Food strainer
i. Ice box
j. Rotisserie
k. Gas range
l. Kitchen center
m. Standard mixer
n. Toaster oven
o. Roaster oven
p. Automatic dishwasher
q. Convection oven
r. Microwave oven
s. Can opener (electric)
t. Coffee maker
u. Electric juicer
v. Electric range

___12. Used for heating and cooking food with gas; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning

___13. Used for whipping and mixing

___14. A combination of mixer, blender, can opener, and food processor which serves the functions of all four appliances

___15. Cookery by a form of electromagnetic energy converted to heat when it is absorbed by food

___16. Used to keep perishable foods cold in the refrigerator section and frozen in the freezer section

___17. Used for mixing cakes, cookie batter, and doughs

___18. Used for toasting bread, frozen waffles, and pancakes

___19. Small oven used for small cooking jobs and for toasting bread

___20. Used for baking waffles and grilling sandwiches

w. Food grater

x. Freezer

y. Fry pan

z. Burger cooker

aa. Hand mixer

bb. Refrigerator/ freezer

cc. Toaster

dd. Waffle baker/ grill

OBJECTIVE 4 **List five factors to consider when selecting kitchen appliances.**

____

____

____

____

____

OBJECTIVE 5

Select from the following list guidelines for operation and care of kitchen appliances. Write an "X" in the blank before each correct answer.

___ 1. Avoid contacting moving parts

___ 2. Do not leave children unattended near appliances in operation

___ 3. Do not let cords hang over the edge of the table or counter

___ 4. Do not use damaged appliances or appliances with frayed or worn cords

___ 5. Fill containers to the top edge

___ 6. Immerse motor assemblies in water for cleaning

___ 7. Keep utensils in blenders, mixers, and food processors when in operation

___ 8. Never leave cutting blades uncovered when appliances are plugged in to electrical outlets

___ 9. Read and save all instruction books and warranty information

___ 10. Use scouring pad to remove plastic that has melted onto electrical appliance surfaces

___ 11. Use cooking oil to lubricate motor assemblies

___ 12. Unplug appliances before cleaning or putting on and taking off parts

OBJECTIVE 6

Select from the following list guidelines for loading a dishwasher. Write an "X" in the blank before each correct answer. (Question is continued on the following page.)

___ 1. Use regular liquid dishwashing detergent.

___ 2. Place large items such as plates, pans, and bakeware in the top rack.

___ 3. Place small items such as glasses, cooking utensils, and dishwasher safe plastic items in the lower rack.

___ 4. Be careful not to put in items that might fall to the bottom heating coils and melt.

___ 5. Make sure all dishes are secured and not crowded.

____6. Place silverware in the silverware basket with the handles down.

____7. Rinse dishes before putting them in the dishwasher.

____8. Wait until the racks are full before starting the dishwasher to save energy.

OBJECTIVE 7 **Name two uses of a microwave oven.**

____

____

OBJECTIVE 8 **Describe how to test the suitability of containers for microwave cooking.**

____

____

____

____

____

OBJECTIVE 9 **Arrange in order the steps to defrosting food in a microwave oven.** Write the correct numbers in the blanks.

____Take frozen food from the freezer

____Set the oven on the "defrost" setting

____Place the plate in the microwave oven

____Loosen the wrap from the package of food

____Place the package on a microwave suitable plate

____Start the microwave oven

____Stop the oven every 30 seconds and check the food

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 10 **Compare kitchen appliance choices.** SCORE_____

OBJECTIVE 11 **Demonstrate the ability to heat liquids in a microwave oven.** RATING ___

INFORMATION SHEET

KITCHEN APPLIANCES

F VI

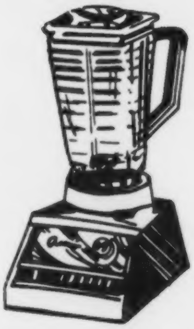
OBJECTIVE 1

Match terms associated with kitchen appliances to their correct definitions.

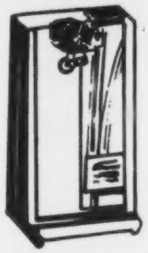
- **Automatic drip**—Coffee maker that heats the water and allows it to drip through a filter that contains the coffee grounds
- **Consumer publications**—Government and private pamphlets and magazines that rate the quality of products
- **Continuous cleaning**—Oven feature that burns away food spills while the oven is in operation
- **Conventional oven**—Traditional oven that cooks food using gas or electricity
- **Defrost**—To release from a frozen state
- **Feature**—A prominent part or characteristic of an appliance
- **Kitchen appliance**—A piece of equipment for the kitchen powered by either gas or electricity
- **Manual cleaning**—Oven that must be hand cleaned of burned on foods
- **Motor assembly**—Mechanical parts of an appliance which use electricity or gas to operate the appliance's moving parts or to produce heat
- **Percolator**—Coffee maker in which boiling water repeatedly rises through a tube, and drips through a filter containing the coffee grounds
- **Self-cleaning**—Oven feature that must be set in operation to burn away food spills from the oven's interior surface
- **Warranty**—A product's guarantee by the maker or seller to repair or replace the product or refund your money if the product fails to work as it should within a specified period of time
- **Wattage**—Amount of power of an appliance expressed in watts

OBJECTIVE 2 **Label common kitchen appliances.** (Figures 1 through 15)

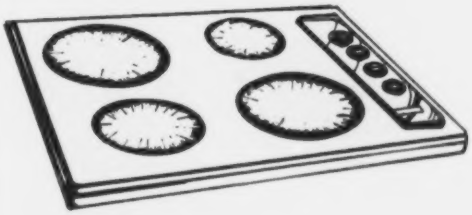
- Blender



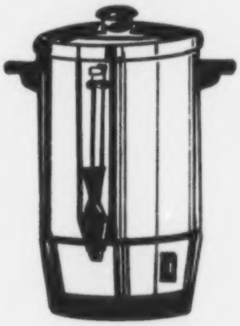
- Can opener (electric)



- Ceramic cooking surface



- Coffee maker



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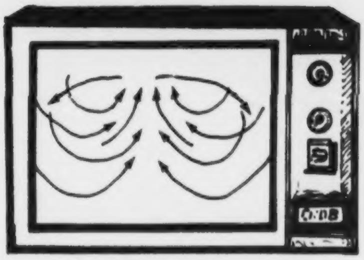
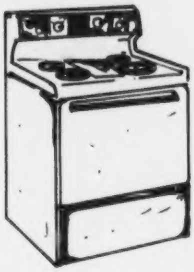
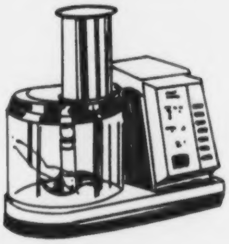
- Convection oven



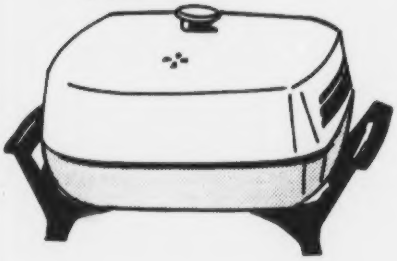
- Electric range



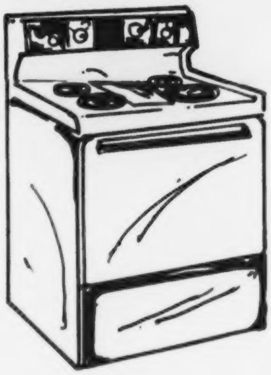
- Food processor



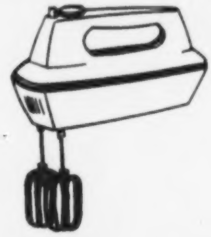
- Fry pan



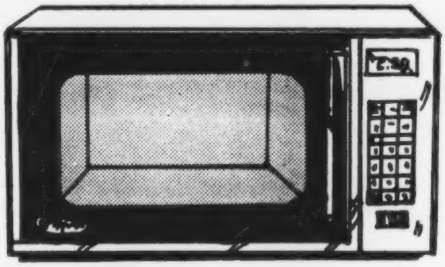
- Gas range



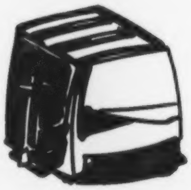
- Hand mixer



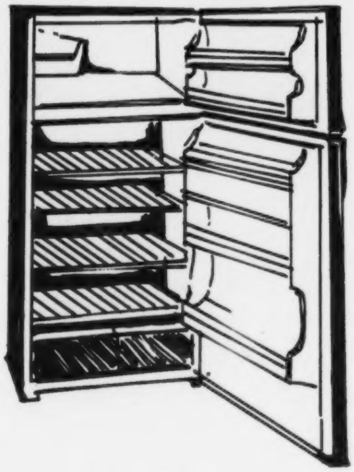
- Microwave oven



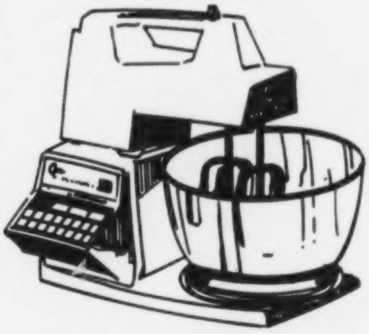
- Toaster



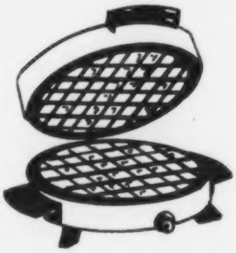
- Refrigerator/freezer



- Standard mixer



- Waffle baker/grill



Other common kitchen appliances include automatic dishwashers, electric knives, freezers, kitchen centers, and toaster ovens.

OBJECTIVE 3

Match common kitchen appliances to their correct descriptions/uses.

- **Automatic dishwasher**—Used for automatic cleaning of dishes, pans, bakeware, and kitchen utensils
- **Blender**—Used for blending, whipping, mixing, chopping, and pureeing
- **Can opener**—Opens most cans; some have attachments for grinding and sharpening knives
- **Ceramic cooking surface**—A metal pan over heating coils under a ceramic surface that creates a magnetic field to heat the cookware and the food
- **Coffee maker**—Used for making coffee and other hot drinks; may be automatic drip or percolator type
- **Convection oven**—A fan in top of the oven circulates heated air evenly around the food in the cooking chamber; foods do not require turning or shifting for even browning
- **Electric knife**—Used for large or tough cutting jobs such as carving roasts or slicing hot bread
- **Electric range**—Used for heating and cooking food with electricity; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning
- **Food processor**—Used for beating, mixing, blending, whipping, slicing, grating, and pureeing
- **Freezer**—Used to keep perishable food frozen for an extended period of time
- **Fry pan**—Used for all types of frying and for baking certain items such as custards
- **Gas range**—Used for heating and cooking food with gas; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning
- **Hand mixer**—Used for whipping and mixing
- **Kitchen centers**—A combination of mixer, blender, can opener, and food processor which serves the functions of all four appliances
- **Microwave oven**—Cookery by a form of electromagnetic energy converted to heat when it is absorbed by a food

- **Refrigerator/freezer**—Used to keep perishable foods cold in the refrigerator section and frozen in the freezer section
- **Standard mixer**—Used for mixing cakes, cookie batters, and doughs
- **Toaster**—Used for toasting bread, frozen waffles, and pancakes
- **Toaster oven**—Small oven used for small cooking jobs and for toasting bread
- **Waffle baker/grill**—Used for baking waffles and grilling sandwiches

OBJECTIVE 4

List factors to consider when selecting kitchen appliances.

There are many kitchen appliances available today. If the appliance is used frequently, it is a good investment. People often purchase appliances and then store them away and forget about them. If you keep items handy, you will use them more often. Since most kitchens have limited storage space, you will want to consider the following factors when selecting kitchen appliances.

- **Brand and model**. Many different manufacturers make kitchen appliances and different appliance models, so there are many from which to choose.
- **Care requirements**. Special care requires extra time.
- **Ease of use**. A well-designed appliance should be easy to operate.
- **Exterior size and interior capacity**. The exterior size is the outside dimensions and the interior capacity is the volume of usable space.
- **Price**. The features on the appliance and the place you shop will affect the purchase price.
- **Quality of instructions**. Products with clear instruction books will be easier to install and use.
- **Recommendations from other owners**. Ask friends and neighbors who have the appliance if they are pleased with it and which features they feel are most valuable.

- **Reliability and safety**. Consumer magazines and publications give current information or reliability and safety rating on different appliances.
- **Speed or wattage**. Higher wattage appliances have more power and perform jobs faster.
- **Useful features**. Model of appliance with more features usually cost more. The price may not be justified if the features are not useful to your food preparation needs.
- **Warranty**. The amount of coverage and the length of the company's promise to repair or replace the product will be important.

Assignment Sheet 1 allows you an opportunity to compare kitchen appliance choices.

OBJECTIVE 5

Select from a list guidelines for operation and care of kitchen appliances.

The ease of use and care of the appliance are two of the factors to consider in selecting kitchen appliances. Once the appliance has been purchased, there are certain guidelines you will need to follow for actual operation and care of the appliance.

- Avoid contacting moving parts
- Do not fill containers past the maximum fill line
- Do not immerse motor assemblies in water
- Do not leave children unattended near appliances in operation
- Do not let cords hang over the edge of the table or counter
- Do not use damaged appliances or appliances with frayed or worn cords
- Keep hands and utensils out of blenders, mixers, and food processors when in operation
- Never leave cutting blades uncovered when appliances are plugged in to electrical outlets
- Read and save all instruction books and warranty information
- Unplug appliances before cleaning or putting on and taking off parts

- Use lighter fluid or nail polish remover to remove plastic that has melted onto electrical appliance surfaces
- Use mineral oil to lubricate motor assemblies

OBJECTIVE 6

Select from a list guidelines for loading a dishwasher.

A dishwasher may be considered a cook's best friend. Follow the manufacturer's instructions for loading and operating. These guidelines will help ensure that all the dishes become clean.

- Be careful not to put in items that might fall to the bottom heating coils and melt
- Make sure all dishes are secured and not crowded
- Place large items such as plates, pans, and bakeware in the lower rack
- Place silverware in the silverware basket with the handles down
- Place small items such as glasses, cooking utensils, and dishwasher safe plastic items in the top rack
- Rinse dishes before putting them in the dishwasher
- Use only automatic dishwasher detergent
- Wait until the racks are full before starting the dishwasher to save energy

OBJECTIVE 7

Name the uses of a microwave oven.

Microwaves produce instant heat within foods. This indicates that using a microwave can save both time and energy. You may use a microwave oven in the following ways:

- **Cooking**. Microwave ovens work better at cooking quick-cooking foods than foods that require a long period of cooking. For long cooking foods, you may prefer to use an electric or gas range in which it is easier to control the speed and consistency of the cooking.
- **Defrosting**. Most microwave ovens have low power settings to allow for quick defrosting of frozen foods. The food is defrosted slowly so that the food does not become hot and begin to cook on the outside before the center has thawed.

Do not defrost the food so long that parts of it become cooked.

- **Heating**. Foods that have been previously cooked can quickly and easily be heated in the microwave oven without changing their texture or appearance.

OBJECTIVE 8

Describe how to test the suitability of containers for microwave cooking.

The containers you use in the microwave oven should transfer the microwaves to the food rather than absorb the microwaves themselves. Some brands of microwaves allow the use of metal containers while others do not. Glass and plastic containers are generally safe to use in microwave ovens, but in fact some of these materials absorb rather than transfer the microwaves. It is, therefore, best to test the suitability of containers before using them regularly in the microwave oven. To do this put 1 cup of water into a glass measuring cup. Then place the cup of water into the container to be tested. Operate the oven on full power for 1 minute and 15 seconds. At the end of the time only the water should be warm. The container should be cool. If the container is warm and the water is cool, the container should not be used in the microwave oven.

OBJECTIVE 9

Arrange in order the steps to defrosting food in a microwave oven.

Quick defrosting of foods is a definite advantage of a microwave oven. The following steps must be followed to defrost foods correctly.

1. Take frozen foods from the freezer
2. Loosen the wrap from the package
3. Place the package on a microwave-suitable plate
4. Place the plate in the microwave oven
5. Set the oven on the "defrost" setting
6. Start the microwave oven
7. Stop the oven every 30 seconds and check the food

ASSIGNMENT SHEET 1	KITCHEN APPLIANCES	F VI

NAME ______________________ SCORE ______

OBJECTIVE 10 **Compare kitchen appliance choices.**

INTRODUCTION Objective 4 in this unit deals with the factors to consider in selecting kitchen appliances. The activity on this assignment sheet emphasize these factors.

DIRECTIONS This assignment sheet will help you to practice choosing appliances. Choose one type of appliance for which you would like to shop. Compare different brands of the appliance using consumer publications, catalogs, and stores. Then write down your findings for at least four brands on the chart on the following page.

1. Appliance ______________________________

	# 1	#2	#3	#4
2. Brand/Model				
3. Useful features				
4. Reliability and safety				
5. Warranty				
6. Price				
7. Exterior size				
8. Interior capacity				
9. Speed or wattage				
10. Quality of instructions				
11. Recommendations from other owners				
12. Source of information				

13. Based on the above information, which brand/model would you choose?

____

14. Why? ______________________________

____

____

____

____

____

920

KITCHEN APPLIANCES

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

1. Appliance name should be listed.
2. The names and models should be listed for all four brands.
3. Useful features should be listed for all four brands.
4. Information on reliability and/or safety ratings should be listed for all four brands.
5. Amounts of coverage and lengths of warranties should be listed for all four brands.
6. Prices should be listed for all four brands.
7. The exterior sizes should be listed for all four brands.
8. The interior capacities should be listed for all four brands.
9. The speeds or wattage should be listed for all four brands.
10. The students should rate the quality of the instructions for all four brands.

    Example: Good, fair, poor

11. The students should list other owners' recommendations for all brands.
12. The students should list their sources of information for all four brands.
13. The students should list which brand they would choose.
14. The students should list reasons why they chose the above brand.

Answers may include discussion of features listed above.

OBJECTIVE 11 **Heat liquids in a microwave oven.**

INTRODUCTION

Microwave ovens are often used for heating liquids for warm drinks or for other food preparation. Follow the procedure below for heating liquids in a microwave oven.

EQUIPMENT AND TOOLS

- Microwave oven
- Water
- Microwave suitable container

PROCEDURE

1. Pour about 1 cup of water into the container.
2. Place the filled container in the center of the microwave oven to facilitate even heating.
3. Set the timer for 1 minute.
4. Close the door and start the microwave oven.
5. When the microwave is finished, take the water container out of the oven.
6. Have your instructor evaluate your work.
7. Clean area and put away equipment and supplies.

PRACTICAL TEST 1 | **KITCHEN APPLIANCES** | **F VI**

JOB SHEET 1

Demonstrate the ability to heat liquids in a microwave oven.

Student's name ______________________ Date ____________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Poured about 1 cup of water into a microwave suitable container.	____	____
2. Placed the filled container in the center of the microwave oven.	____	____
3. Set the timer for 1 minute.	____	____
4. Closed the door and started the microwave oven.	____	____
5. Took the water container out of the oven.	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Container Preparation	Used suitable container, placed in center of oven	Used suitable container, but did not place in center of oven	Did not use suitable container, but placed in center of oven	Did not use suitable container, did not place in center of oven
	4	3	2	1
Microwave Oven Operation	Set timer for 1 minute, started oven	Did not set timer for 1 minute, but could start oven	Set timer for 1 minute, could not start oven	Did not set timer for 1 minute, could not start oven

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

KITCHEN APPLIANCES

F VI

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with kitchen appliances to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. A piece of equipment for the kitchen powered by either gas or electricity

___ 2. A product's guarantee by the maker or seller to refund or replace the product or refund your money if the product fails to work as it should within a specified period of time

___ 3. A prominent part or characteristic of an appliance

___ 4. Amount of power of an appliance expressed in watts

___ 5. Coffee maker that heats the water and allows it to drip through a filter that contains the coffee grounds

___ 6. Coffee maker in which boiling water repeatedly rises through a tube and drips through a filter containing the coffee grounds.

___ 7. Government and private pamphlets and magazines that rate the quality of products

___ 8. Oven feature that burns away food spills while the oven is in operation

___ 9. Traditional oven that cooks food using gas or electricity.

a. Automatic dishwasher

b. Automatic drip

c. Brand

d. Capacity

e. Consumer publications

f. Continuous cleaning

g. Convection oven

h. Conventional oven

i. Defrost

j. Feature

k. Kitchen appliance

m. Manual cleaning

n. Model

o. Microwave

p. Motor assembly

q. Percolator

r. Radio waves

__10. To release food from a frozen state

__11. Oven that must be hand cleaned of burned-on foods

__12. Mechanical parts of an appliance which use electricity or gas to operate the appliance's moving parts or to produce heat

__13. Oven feature that must be set in operation to burn away food spills from the oven's interior surface

s. Reliability

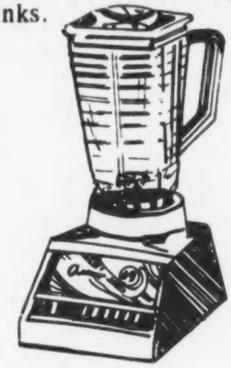
t. Self cleaning

u. Warranty

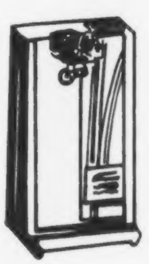
v. Wattage

OBJECTIVE 2

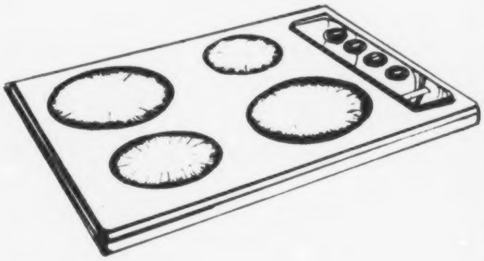
Label common kitchen appliances. Write the correct names in the blanks.



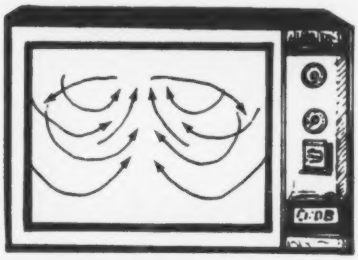
1. ________________________



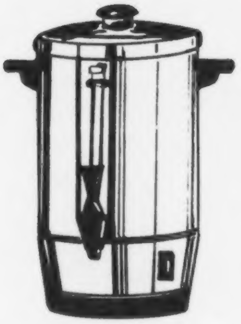
2. ________________________



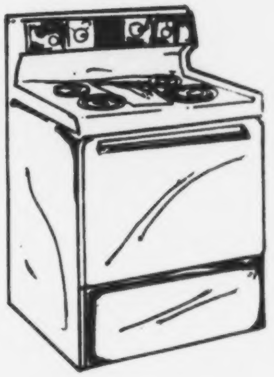
3. ________________________



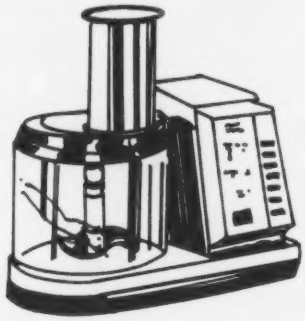
4. ________________________



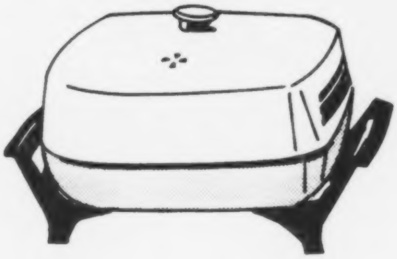
5. ______________________



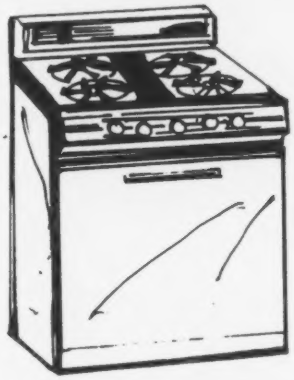
6. ______________________



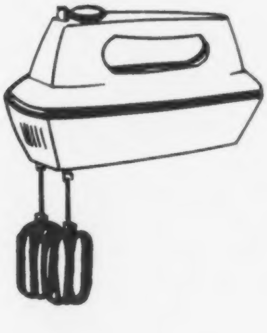
7. ______________________



8. ______________________



9. ______________________



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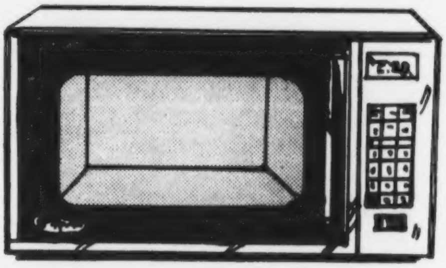

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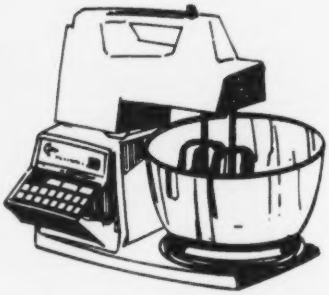

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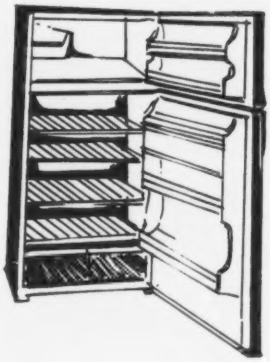

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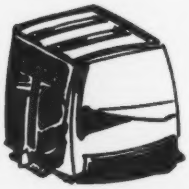

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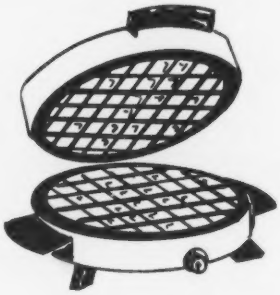


15. ______________________

OBJECTIVE 3

Match common kitchen appliances to their correct descriptions/uses. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. A metal pan over heating coils under a ceramic surface that creates a magnetic field to heat the cookware and the food

___ 2. Cooking appliance in which fan in top of the oven circulates heated air evenly around the food in the cooking chamber: foods do not require turning or shifting for even browning

___ 3. A combination of mixer, blender, can opener, and food processor which serves the functions of all four appliances

___ 4. Opens most cans; some have attachments for grinding, and sharpening knives

___ 5. Cookery by a form of electromagnetic energy converted to heat when it is absorbed by a food

___ 6. Used for automatic cleaning of dishes, pans, bakeware, and kitchen utensils

___ 7. Used for baking waffles and grilling sandwiches

___ 8. Used for large or tough cutting jobs such as carving roasts or slicing hot bread

___ 9. Used for blending, whipping, mixing, chopping, and pureeing

___ 10. Used for making coffee and other hot drinks; may be automatic drip or percolator type

___ 11. Used for heating and cooking food with electricity; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning

a. Automatic dishwasher

b. Automatic drip

c. Convection oven

d. Blender

e. Microwave oven

f. Percolator

g. Can opener (electric)

h. Ceramic cooking surface

i. Coffee maker

j. Electric knife

k. Electric juicer

l. Ice crusher

m. Electric range

n. Food processor

o. Food grater

p. Food strainer

q. Freezer

r. Ice box

s. Fry pan

t. Rotisserie

u. Burger cooker

v. Gas range

w. Hand mixer

___12. Small oven used for small cooking jobs and for toasting bread

___13. Used to keep perishable food frozen for an extended period of time

___14. Used for toasting bread, frozen waffles, and pancakes

___15. Used for beating, mixing, blending, whipping, slicing, grating, and pureeing

___16. Used for all types of frying and for baking certain items such as custards

___17. Used for whipping and mixing

___18. Used to keep perishable foods cold in the refrigerator section and frozen in the freezer section

___19. Used for mixing cakes, cookie batters, and doughs

___20. Used for heating and cooking food with gas; oven may be conventional or convection and self-cleaning, continuous cleaning, or manual cleaning

x. Kitchen center

y. Refrigerator/freezer

z. Standard mixer

aa. Toaster

bb. Toaster oven

cc. Waffle baker/grill

dd. Roaster oven

OBJECTIVE 4

List five factors to consider when selecting kitchen appliances.

____

____

____

____

____

OBJECTIVE 5

Select from the following list guidelines for operation and care of kitchen appliances. Write an "X" in the blank before each correct answer.

___ 1. Read and save all instruction books and warranty information

___ 2. Immerse motor assemblies in water

___ 3. Use scouring pad to remove plastic that has melted onto electrical appliance surfaces

___ 4. Use cooking oil to lubricate motor assemblies

___ 5. Unplug appliances before cleaning or putting on and taking off parts

___ 6. Avoid contacting moving parts

___ 7. Fill containers to the top edge

___ 8. Do not leave children unattended near appliances in operation

___ 9. Do not let cords hang over the edge of the table or counter

__ 10. Do not use damaged appliances or appliances with frayed or worn cords

__ 11. Keep utensils in blenders, mixers, and food processors when in operation

__ 12. Never leave cutting blades uncovered when appliances are plugged in to electrical outlets

OBJECTIVE 6

Select from the following list guidelines for loading a dishwasher. Write an "X" in the blank before each correct answer. (Question is continued on the following page.)

___ 1. Use regular liquid dishwashing detergent

___ 2. Make sure all dishes are secured and not crowded

___ 3. Place large items such as plates, pans, and bakeware in the top rack

___ 4. Place silverware in the silverware basket with the handles down

___ 5. Place small items such as glasses, cooking utensils and dishwasher safe plastic items in the lower rack

____6. Rinse dishes before putting them in the dishwasher

____7. Be careful not to put in items that might fall to the bottom heating coils and melt

____8. Wait until the racks are full before starting the dishwasher to save energy

OBJECTIVE 7 **Name two uses of a microwave oven.**

OBJECTIVE 8 **Describe how to test the suitability of containers for microwave cooking.**

OBJECTIVE 9 **Arrange in order the steps to defrosting food in a microwave oven.** Write the correct numbers in the blanks.

____Loosen the wrap from the package of food

____Place the package on a microwave suitable plate

____Place the plate in the microwave oven

____Start the microwave oven

____Set the oven on the "defrost" setting

____Stop the oven every 30 seconds and check the food

____Take frozen food from the freezer

NOTICE The following assignment sheet and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Compare kitchen appliance choices.** SCORE ____

OBJECTIVE 11 **Demonstrate the ability to heat liquids in a microwave oven.** RATING ___

WRITTEN ANSWERS

KITCHEN APPLIANCES

F VI

OBJECTIVE 1

1. k
2. u
3. j
4. v
5. b
6. q
7. e
8. f
9. h
10. i
11. m
12. p
13. t

OBJECTIVE 2

1. Blender
2. Can opener (electric)
3. Ceramic cooking surface
4. Convection oven
5. Coffee maker
6. Electric range
7. Food processor
8. Fry pan
9. Gas range
10. Hand mixer
11. Microwave oven
12. Standard mixer
13. Refrigerator/freezer
14. Toaster
15. Waffle baker/grill

OBJECTIVE 3

1. h
2. c
3. x
4. g
5. e
6. a
7. cc
8. j
9. d
10. i
11. m
12. bb
13. q
14. aa
15. n
16. s
17. w
18. y
19. z
20. v

OBJECTIVE 4

Any five of the following are acceptable

- Brand and model
- Care requirements
- Ease of use
- Exterior size and interior capacity
- Price
- Quality of instructions
- Recommendations from other owners
- Reliability and safety
- Speed and wattage
- Useful features
- Warranty

OBJECTIVE 5

1, 5, 6, 8, 9, 10, 12

OBJECTIVE 6

2, 4, 6, 7, 8

OBJECTIVE 7

Any two of the following are acceptable

- Cooking
- Defrosting
- Heating

OBJECTIVE 8

Put 1 cup of water into a glass measuring cup; then place the cup of water in the container to be tested. Operate the oven on full power for 1 minute and 15 seconds. At the end of the time only the water should be warm. The container should be cool. If the container is warm and the water is cool, the container should not be used in the microwave oven.

OBJECTIVE 9

2, 3, 4, 6, 5, 7, 1

OBJECTIVE 10

Refer to answers to Assignment Sheet 1.

OBJECTIVE 11

Refer to practical test for Job Sheet 1.

OBJECTIVE SHEET

USING A RECIPE

F VII

INTRODUCTION

A recipe will explain how a food product is made, but knowing how to use a recipe will insure the success of the food product. Knowledge and understanding of principles of cooking and cooking techniques are important. A recipe, like any other tool, can be a great help, but only if it is used and followed correctly.

UNIT OBJECTIVE

After completing this unit, the student should be able to follow, evaluate, and convert recipes for use in the home and the food preparation laboratory. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with using a recipe to their correct definitions.
2. Match mixing techniques to their correct descriptions.
3. Match cutting techniques to their correct descriptions.
4. Match cooking techniques to their correct descriptions.
5. Select from a list characteristics of a good recipe.
6. Write measurement abbreviations used in recipes.
7. Write measurement equivalents.
8. List the information required on a time-work plan.
9. Arrange in order the steps to using a recipe.
10. Interpret recipe instructions. (Assignment Sheet 1)
11. Evaluate recipes. (Assignment Sheet 2)
12. Convert recipes. (Assignment Sheet 3)

SUGGESTED ACTIVITIES

USING A RECIPE

F VII

PREPARATION

- Order materials listed in suggested resources.
- Invite a homemaker or a food service manager to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 through 4

- Stress these objectives as students need to master these to enter commercial food classes; play "Charades," "Concentration," "Bingo," or "Win, Lose, or Draw" to drill students.
- Use "Baking Basics" as a teaching resource.
- Have students examine cookbooks, magazines, newspapers, and other available publications that feature recipes. Mark recipe terms in some way. Discuss which cooking terms appear in meat, bread, cake, and milk recipes and which cookery terms appear in two or more of the different types of food recipes.

Objectives 5 through 7

- Show the film *Using Standardized Recipes*.
- Have students write their own recipes that follow the guidelines for good recipes.
- Make "Concentration" cards of measurement abbreviations and equivalents. Have students play the game to reinforce information.
- Make and use flash cards to teach common equivalents and abbreviations.
- Have students use the computer software program, "Recipe Measurements Drill."
- Team teach, with the mathematics teacher, recipe conversions to change yields.
- Have a homemaker or a food service manager speak to the class on food preparation techniques and recipe conversions.

Objectives 8 and 9

- Have students use Activity Sheet 1 to choose and plan a menu and make a time-work plan.
- Use Activity Sheet 1 as a student group planning tool for future food labs.
- Have the students prepare one of the dishes on a menu in order to practice making a time-work plan and following a recipe.
- Have students enter foods in the school science fair to show that following a recipe involves the same principles as conducting a science experiment and cooking success relies on the laws of chemistry and physics.

APPLICATION

Objectives 10 through 12

- Use Assignment Sheet 1 to give students practice in interpreting recipe instructions.
- Use Assignment Sheet 2 to give students practice in evaluating recipes.
- Use Assignment Sheet 3 to give students practice in converting recipes.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Using Standardized Recipes*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order this film from National Education Media, 21601 Devonshire Drive, Chatsworth, California 91311.

- "Recipe Measurement Drill" computer program for Apple II and TRS-80 is available for purchase from Cotton Computer Service, Rt. 1, Box 34, Bristow, Oklahoma 74010.

Publications

- "Baking Basics" is available for a small fee from Self-Rising Program, P.O. Box 22492, Denver, Colorado 80220.

UNIT REFERENCES

- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

USING A RECIPE

F VII

OBJECTIVE 1

1. c
2. f
3. e
4. b
5. d

OBJECTIVE 2

1. g
2. d
3. f
4. m
5. h
6. c
7. e
8. i
9. b

OBJECTIVE 3

1. n
2. f
3. b
4. g
5. e
6. i
7. r
8. j
9. l
10. k
11. h
12. p

OBJECTIVE 4

1. z
2. r
3. g
4. a
5. w
13. k
14. m
15. l
16. h
17. o

6. c

7. ee

8. u

9. n

10. y

11. v

12. b

18. ii

19. hh

20 q

21. dd

22. d

23. x

24. s

OBJECTIVE 5

1, 2, 4, 8, 9

OBJECTIVE 6

1. C or c

2. gal

3. min

4. pt

5. qt

6. t or tsp

7. °F

8. hr or h

9. oz

10. lb or #

11. T or Tbsp

OBJECTIVE 7

1. 3

2. 2

3. 4

4. 8

5. 16

6. 2

7. 4

8. 16

9. 2

OBJECTIVE 8

- Name of food to be prepared
- Food supplies needed
- Equipment needed
- Order of work

- Approximate time required for each task

OBJECTIVE 9	8, 4, 6, 1, 3, 2, 7, 5
OBJECTIVE 10	Refer to answers to Assignment Sheet 1.
OBJECTIVE 11	Refer to answers to Assignment Sheet 2.
OBJECTIVE 12	Refer to answers to Assignment Sheet 3.

PRETEST

USING A RECIPE

F VII

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with using a recipe to their correct definitions. Write the correct letters in the blanks.

___ 1. Rod on which meat is placed and roasted above a fire

___ 2. List of ingredients used and directions for preparing a specific food

___ 3. Of the same measure as items replaced

___ 4. Food item required for a specific recipe

___ 5. Number of servings to be expected from a recipe

a. Coals

b. Ingredient

c. Spit

d. Yield

e. Equivalent

f. Recipe

g. Time-work plan

OBJECTIVE 2

Match mixing techniques to their correct descriptions. Write the correct letters in the blanks.

____1. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

____2. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

____3. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate and remove lumps

____4. Mix ingredients with a circular motion

____5. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

____6. Cut fat into dry ingredients until mixture is in very small pieces

____7. Manipulate by pushing dough and rolling it back with the heel of the hand

____8. Soften and blend until smooth and light by mixing with a spoon or electric mixer

____9. Mix several ingredients so they are well-combined but not beaten

a. Baste

b. Blend or combine

c. Cut in

d. Fold in

e. Knead

f. Sift

g. Whip

h. Beat

i. Cream

j. Dredge

k. Grate

l. Mince

m. Stir

OBJECTIVE 3

Match cutting techniques to their correct descriptions. Write the correct letters in the blanks.

___ 1. Cut by putting food through a food chopper

___ 2. Cut in long, thin strips, approximately 1/4 inch thick

___ 3. Cut into small pieces, about 1/2 inch in size

___ 4. Cut into very small pieces, less than 1/4 inch in size

___ 5. Rub food, such as lemon or orange peel, against grater to obtain fine particles

___ 6. Tear or cut into thin pieces or strips

___ 7. Cut in long, thin, pieces, smaller than 1/4 inch

___ 8. Cut into small irregularly shaped pieces

___ 9. Cut into very small pieces, about 1/4 inch in size

___ 10. Divide foods into smaller pieces with a knife or scissors

___ 11. Strip away, usually by hand, outside skin or covering

___ 12. Trim away, usually with a paring knife or vegetable peeler, a thin outside skin or covering

a. Blend
b. Cube
c. Cut in
d. Dredge
e. Grate
f. Julienne
g. Mince
h. Peel
i. Shred
j. Chop
k. Cut
l. Dice
m. Garnish
n. Grind
o. Knead
p. Pare
q. Poach
r. Sliver

OBJECTIVE 4

Match cooking techniques to their correct descriptions. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Add decorative touches to foods/ meals

____2. Brown by direct heat in toaster or in oven

____3. Coat the surface with substance such as flour, milk, meal, or bread crumbs

____4. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

____5. Cook in hot fat or oil which completely covers the food; sometimes referred to as french-fried

____6. Cook in liquid, usually water, in which bubbles rise constantly and break on surface continuously

____7. Cook over direct heat uncovered in a small amount of fat, butter, or oil

____8. Cook under direct heat or over coals

____9. Heat a liquid to the point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly in boiling water

____10. Lower the temperature of food below 32°F

____11. Place food in the refrigerator until cold

____12. Roast meat or poultry slowly over coals on a spit or in the oven basting it often with sauce

a. Bake
b. Barbecue
c. Boil
d. Brown
e. Coals
f. Dice
g. Dredge
h. Fry
i. Grate
j. Knead
k. Parboil
l. Poach
m. Roast
n. Scald
o. Simmer
p. Spit
q. Steep
r. Toast
s. Baste
t. Blend
u. Broil
v. Chill
w. Deep-fry
x. Drain

__ 13. Boil in water until partially cooked

__ 14. Cook by dry heat and uncovered in oven

__ 15. Cook gently in hot liquid below the boiling point

__ 16. Cook in hot fat or oil

__ 17. Cook in liquid just below the boiling point 185-210°F; until the bubbles slowly rise to the surface

__ 18. Cook long and slowly in liquid

__ 19. Cook over steam rising from boiling water

__ 20. Cover with boiling water and let stand without additional heating until flavor and color are extracted, as for tea

__ 21. Heat a pan, broiler, or oven to desired temperature before cooking the food

__ 22. Make the surface of the food brown in color by frying, broiling, toasting, or baking

__ 23. Pour off the liquid

__ 24. Spoon drippings or other liquid over food while cooking

y. Freeze

z. Garnish

aa. Julienne

bb. Mince

cc. Pare

dd. Preheat

ee. Saute

ff. Shred

gg. Sliver

hh. Steam

ii. Stew

jj. Yield

OBJECTIVE 5

Select from the following list characteristics of a good recipe. Write an "X" in the blank before each correct answer.

____1. Baking or cooking temperature

____2. Description of food when baking or cooking is completed

____3. Method of stirring

____4. Preparation of pan

____5. Size of serving

____6. Baking or cooking terms

____7. Liquid ingredients listed before the dry ingredients

____8. Number of servings or yield

____9. Proportion of ingredients

OBJECTIVE 6

Write measurement abbreviations used in recipes. Write the correct abbreviations in the blanks.

1. Cup = ______________________________
2. Gallon = ______________________________
3. Minute = ______________________________
4. Pint = ______________________________
5. Quart = ______________________________
6. Teaspoon = ______________________________
7. Degrees Fahrenheit = ______________________________
8. Hour = ______________________________
9. Ounce = ______________________________
10. Pound = ______________________________
11. Tablespoon = ______________________________

OBJECTIVE 7

Write measurement equivalents.

Fill in the blanks with the correct numbers.

1.________ t = 1 T

2.________ C = 1 pt

3.________ c = 1 qt

4.________ oz = 1 c

5.________ T = 1 c

6.________ pt = 1 qt

7.________ qt = 1 gal

8.________ oz = 1 lb.

9.________ T = 1 oz

OBJECTIVE 8

List the information required on a time-work plan.

OBJECTIVE 9 **Arrange in order the steps to using a recipe.** Write the correct numbers in the blanks.

____Bake or cook as directed for perfect results

____Complete preparation of ingredients, such as chopping nuts and melting chocolate

____Measure exactly

____Read the recipe carefully

____Collect utensils and tools; gather together all you will need

____Get your ingredients together to be sure you have everything you need

____Mix carefully, following every direction exactly

____Set oven at desired temperature so that it can be preheated to the proper temperature

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 10 **Interpret recipe instructions.** SCORE_____

OBJECTIVE 11 **Evaluate recipes.** SCORE_____

OBJECTIVE 12 **Convert recipes.** SCORE_____

INFORMATION SHEET

USING A RECIPE

F VII

OBJECTIVE 1

Match terms associated with using a recipe to their correct definitions.

- **Equivalent**—Of the same measure as items replaced
- **Ingredient**—Food item required for a specific recipe
- **Recipe**—List of ingredients used and directions for preparing a specific food
- **Spit**—Rod on which meat is placed and roasted above a fire
- **Yield**—Number of servings to be expected from a recipe

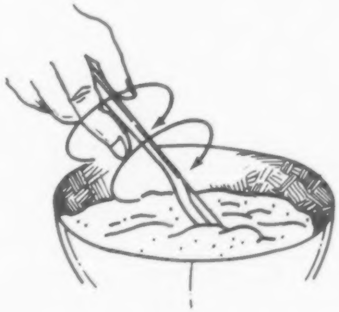
OBJECTIVE 2

Match mixing techniques to their correct descriptions.

Most recipes require ingredients to be mixed together in one of the several following ways:

- **Beat**—Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer (Figure 1)

FIGURE 1

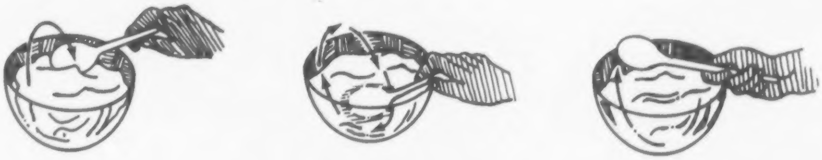


- **Blend or combine**—Mix several ingredients so they are well combined but not beaten
- **Cream**—Soften and blend until smooth and light by mixing with a spoon or electric mixer
- **Cut in**—Cut fat into dry ingredients until mixture is in very small pieces

- **Fold in**—Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed (Figure 2)

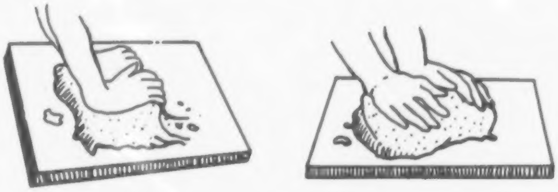
  NOTE: This mixing technique is used to combine a delicate mixture, such as beaten egg white or whipped cream, with other ingredients.

  FIGURE 2



- **Knead**—Manipulate by pushing dough and rolling it back with the heel of the hand (Figure 3)

  FIGURE 3



- **Sift**—Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate and remove lumps
- **Stir**—Mix ingredients with a circular motion
- **Whip**—Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

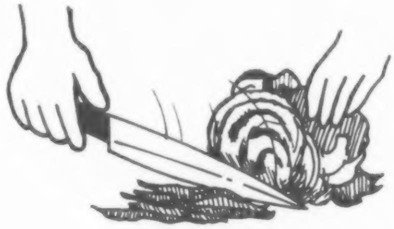
  Example: Whipped cream or egg whites

OBJECTIVE 3

Match cutting techniques to their correct descriptions.

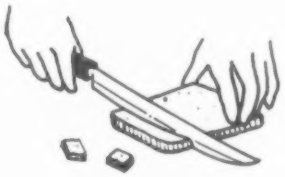
- **Chop**—Cut into small irregularly shaped pieces (Figure 4)

  FIGURE 4



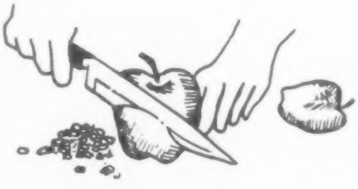
- **Cube**—Cut into small pieces about 1/2 inch in size (Figure 5)

  FIGURE 5



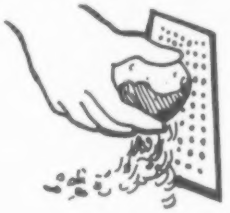
- **Cut**—Divide foods into smaller pieces with a knife or scissors
- **Dice**—Cut into very small pieces about 1/4 inch in size (Figure 6)

  FIGURE 6



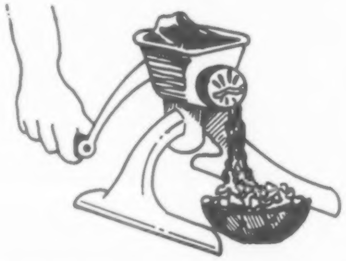
- **Grate**—Rub food, such as lemon or orange peel, against grater to obtain fine particles (Figure 7)

FIGURE 7



- **Grind**—Cut by putting food through a food chopper or grinder (Figure 8)

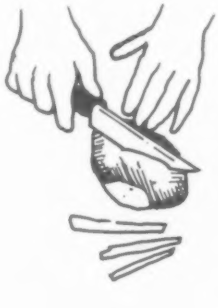
FIGURE 8



- **Julienne**—Cut in long, thin strips, approximately 1/4 inch thick (Figure 9)

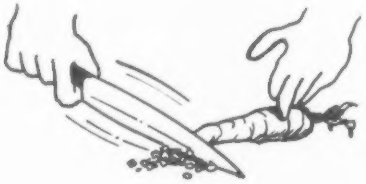
Example: Potatoes, green beans

FIGURE 9



- **Mince**—Cut into very small pieces, less than 1/4 inch in size (Figure 10)

FIGURE 10



- **Pare**—Trim away, usually with a paring knife or vegetable peeler, a thin outside skin or covering. Since most nutrients are in this layer, cut away the smallest amount possible.

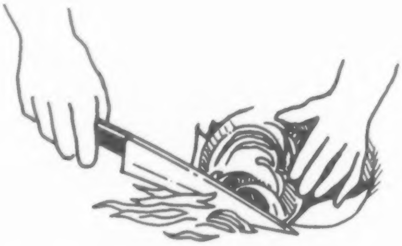
Example: Potatoes, apples, carrots

- **Peel**—Strip away, usually by hand, outside skin or covering

Example: Banana, orange

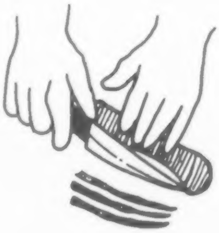
- **Shred**—Tear or cut into thin pieces or strips (Figure 11)

FIGURE 11



- **Sliver**—Cut in long, thin pieces, smaller than 1/4 inch (Figure 12)

FIGURE 12

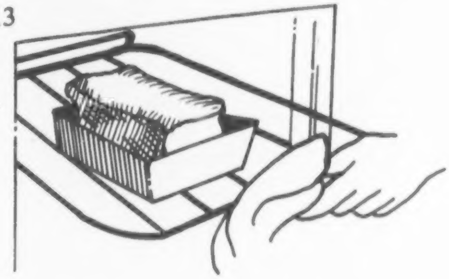


OBJECTIVE 4

Match cooking techniques to their correct descriptions.

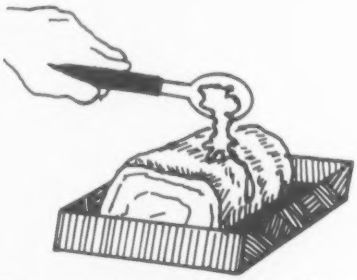
- **Bake**—Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat (Figure 13)

FIGURE 13



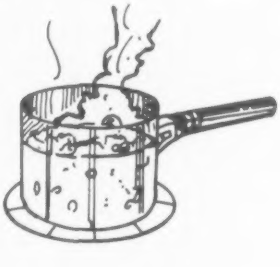
- **Baste**—Spoon drippings or other liquid over food while cooking (Figure 14)

FIGURE 14



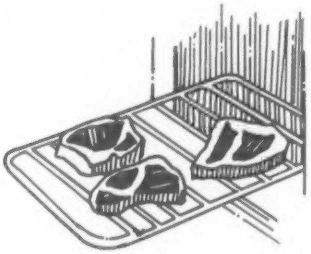
- **Barbecue**—Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce
- **Boil**—Cook in liquid, usually water, in which bubbles rise constantly and break on surface continuously (Figure 15)

FIGURE 15



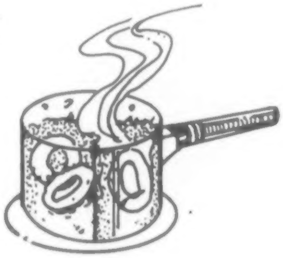
- **Broil**—Cook under direct heat or over coals (Figure 16)

FIGURE 16



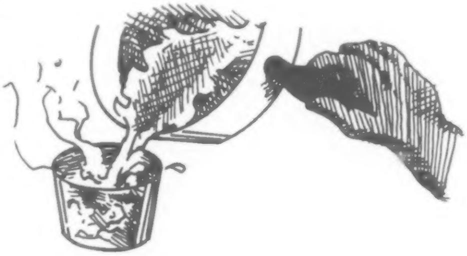
- **Brown**—Make the surface of the food brown in color by frying, broiling, toasting, or baking
- **Chill**—Place food in the refrigerator until cold
- **Deep-fat fry**—Cook in hot fat or oil which completely covers the food; sometimes referred to as french-fried (Figure 17)

FIGURE 17



- **Drain**—Pour off the liquid (Figure 18)

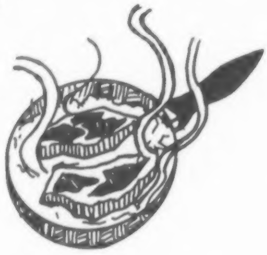
FIGURE 18



- **Dredge**—Coat the surface with substance such as flour, milk, meal, or bread crumbs
- **Freeze**—Lower the temperature of food below 32°F

- **Fry**—Cook in hot fat or oil (Figure 19)

FIGURE 19

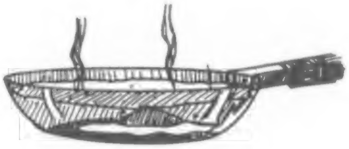


- **Garnish**—Add decorative touches to food/meals

Example: Carrot curls, parsley sprigs, radish roses, grated cheese

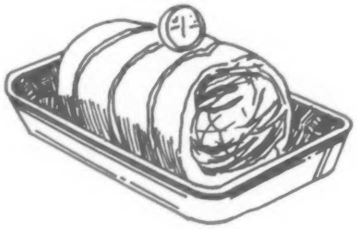
- **Parboil**—Boil in water until partially cooked
- **Poach**—Cook gently in hot liquid below the boiling point (Figure 20)

FIGURE 20



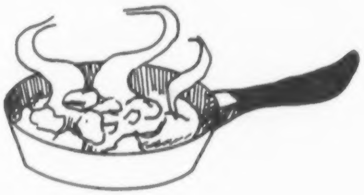
- **Preheat**—Heat a pan, broiler, or oven to desired temperature before cooking the food
- **Roast**—Cook by dry heat and uncovered in oven (Figure 21)

FIGURE 21



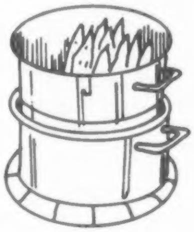
- **Saute**—Cook over direct heat uncovered in a small amount of fat, butter, or oil (Figure 22)

FIGURE 22



- **Scald**—Heat a liquid to the point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly in boiling water
- **Simmer**—Cook in liquid just below the boiling point, 185-210°F; bubbles slowly rise to the surface
- **Steam**—Cook over steam rising from boiling water (Figure 23)

FIGURE 23



- **Steep**—Cover with boiling water and let stand without additional heating until flavor and color is extracted

Example: Tea

- **Stew**—Cook long and slowly in liquid
- **Toast**—Brown by direct heat in toaster or in oven

OBJECTIVE 5

Select from a list characteristics of a good recipe.

Carefully selected recipes can save time and energy and prevent food waste.

NOTE: Assignment Sheet 2 will give you an opportunity to evaluate a recipe. The following characteristics are found in a good recipe

- Baking or cooking temperature

  Example: Medium heat, 350°F

- Baking or cooking time

  Example: 20-25 minutes, 1 hour

- Description of food when baking or cooking is completed

  Example: "Fork-tender," for vegetables or "knife comes out clean" for custards

- Dry ingredients are listed before the liquid ingredients

  NOTE: This minimizes the number of measuring utensils needed since the same utensil can be used for measuring more than one ingredient

- Method of mixing

  Example: Beat, cream, knead

- Number of servings or yield

  Example: 4 to 5 servings or 2 1/2 dozen rolls

- Preparation of pan

  Example: Grease, flour, line with aluminum foil

- Proportion of ingredients

  Example: 1 cup flour, 1 pint sour cream

- Size of pan or utensil

  Example: 8-inch square, 2-quart casserole, 9-inch cake pan

OBJECTIVE 6

Write measurement abbreviations used in recipes.

To save space, certain abbreviations are commonly used in recipes. You'll find it helpful to know the following abbreviations:

- Cup = C or c

- Degrees Fahrenheit = °F
- Gallon = gal
- Hour = h or hr
- Minute = min
- Ounce = oz
- Pint = pt
- Pound = lb or #
- Quart = qt
- Tablespoon = T or Tbsp
- Teaspoon = t or tsp

NOTE: Amounts less than 1/8 teaspoon are written in recipes using the terms "speck" or "pinch."

OBJECTIVE 7

Write measurement equivalents.

Equivalents come in handy when you don't have the right measuring equipment or when you want to increase or decrease the yield of a recipe. Assignment Sheet 1 has you interpret all the recipe instructions you have learned so far. Assignment Sheet 3 will allow you an opportunity to actually convert recipes to change the yield. The following equivalents will help make recipe adjustments easier.

- 3 t = 1 T
- 16 T = 1 C
- 2 C = 1 pt
- 2 pt = 1 qt
- 4 C = 1 qt
- 4 qt = 1 gal
- 2 T = 1 oz
- 8 oz = 1 C
- 16 oz = 1 lb

OBJECTIVE 8

List the information found on a time-work plan.

Before you begin to work in the kitchen, you need to arrange your work for preparing a single dish or a meal into a time-work plan. The steps in food preparation are to decide which foods you wish to make, find the recipes, check your supplies, prepare a grocery list, and establish a time-work plan. Activity Sheet 1 can be used in the food preparation lab or at home when planning to cook. The time-work plan includes the following information.

- Name of food to be prepared
- Food supplies needed
- Equipment needed
- Order of work
- Approximate time required for each task

OBJECTIVE 9

Arrange in order the steps to using a recipe.

Much of your success in preparing food will depend on your ability to measure correctly and to follow the directions on the recipe. The following steps will help insure successful recipe use:

1. Read the recipe carefully
2. Get your ingredients together to be sure you have everything you need
3. Collect utensils and tools; gather together all you will need
4. Complete preparation of ingredients, such as chopping nuts and melting chocolate
5. Set oven at desired temperature so that it can be preheated to the proper temperature
6. Measure exactly
7. Mix carefully, following every direction exactly
8. Bake or cook as directed for perfect results

   NOTE: Center cooking utensil in oven for better circulation of air and quality of product.

TIME-WORK PLAN

NAME(S) ______________________________

KITCHEN ______________________________

FOOD TO PREPARE ______________________________

Food Supplies Needed (Type and Amount)	On Hand	Need to Purchase

(Check One)

Equipment Needed

Order of Work	Who is Responsible?	Approximate Time in Minutes	Check when Completed
1. ____________	____________	_____	_____
2. ____________	____________	_____	_____
3. ____________	____________	_____	_____
4. ____________	____________	_____	_____
5. ____________	____________	_____	_____
6. ____________	____________	_____	_____

Estimated total time ________

Be certain that someone is responsible for serving and for clean-up. Have your instructor evaluate your work.

ASSIGNMENT SHEET 1	USING A RECIPE	F VII

NAME ______________________ SCORE ______

OBJECTIVE 10 **Interpret recipe instructions.**

INTRODUCTION Objectives 1 through 7 in this unit deal with the techniques used in food preparation. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Read the recipe and answer the questions that follow.

Crunchy Sandwiches
(serves 4)

2 T diced onion	1/4 t chili powder
1 medium tomato, chopped	1/2 c shredded Mozzarella cheese
1/4 c chopped celery	4 slices bread
2 T chopped green pepper	
butter or margarine	

Preheat broiler. In mixing bowl combine onion, tomato, celery, green pepper, and chili powder. Add cheese and mix well. Lightly butter one side of bread. Place bread, butter side up, on broiler tray. Divide mixture evenly on the 4 slices of bread. Broil 3 inches from heat for 5 minutes or until cheese melts. Serve hot. Garnish with pickle slices and carrot curls.

True or False

Write "T" for true and "F" for false in the spaces provided.

___ 1. You should use a grater to prepare the celery.

___ 2. You should cut the onion into very small pieces about 1/4 inch in size.

___ 3. You should add the butter to the rest of the ingredients.

___ 4. You should preheat the broiler.

____5. You should mix the onion, tomato, celery, green pepper, and chili powder with an over-and-over motion.

Write the correct answers in the blanks.

6. What equipment will be required for preparing the cheese for the recipe?

____

7. How long should you broil the sandwiches? ____________

8. What ingredients are added to decorate the sandwiches when serving? ______________________________

____

9. What ingredients are cut into small irregularly shaped pieces?

____

10. If you could not locate your tablespoon measuring spoon, how could you measure the diced onion and the chopped green pepper accurately?

____

____

ASSIGNMENT SHEET 2 | **USING A RECIPE** | **F VII**

NAME ______________________ SCORE ________

OBJECTIVE 11 **Evaluate recipes.**

INTRODUCTION Objective 5 in this unit deals with the characteristics of a good recipe. The questions on this assignment sheet emphasize this area.

DIRECTIONS Using the information from Objective 5, evaluate the recipes below and on the next page to answer the questions that follow.

Recipe A

Cornbread
12 servings

1 1/4 c cornmeal	1/2 t salt
3/4 c sifted all-purpose flour	1 egg
1/4 c sugar	1 c milk
1 T baking powder	1/4 c vegetable oil or bacon drippings

Sift together cornmeal, flour, sugar, baking powder, and salt.

Beat egg well, add milk and fat and mix thoroughly. Pour liquid mixture into flour mixture, stirring lightly until flour mixture is just moistened.

Fill greased pan (8-inch square, 9-inch round, or muffin) one-half to two-thirds full. Bake in 400°F oven for 20-25 minutes or until brown.

Cut and serve as desired.

Recipe B

Cornbread

1 egg
2 T shortening
Spoonful of salt
Spoonful of soda

Pinch of baking powder
1/4 C flour
1 box cornmeal

Put together egg, buttermilk, and shortening. Then put together salt, soda, baking powder, flour, and cornmeal. Add dry ingredients to liquid mixture. Pour into pan and bake in hot oven until done.

1. Which recipe is better? ______________________________

2. Recipe __________ is good because

____

____

____

____

____

____

3. Recipe __________ is poor because

____

____

____

____

____

____

ASSIGNMENT SHEET 3

USING A RECIPE

F VII

NAME ______________________________ SCORE ______

OBJECTIVE 12

Convert recipes.

INTRODUCTION

Objective 7 in this unit deals with measurement equivalents that are helpful to know when converting the recipe to the yield you want. The questions on this assignment sheet emphasize this area.

DIRECTIONS

Use the information listed below and the information found in Objective 7 to help you complete the questions that follow.

When you convert a recipe, you change the quantity of EACH ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

To halve a recipe, use exactly one half the amount of each ingredient.

Example: 1/2 X 3 tablespoons = 1 1/2 tablespoons or 4 1/2 teaspoons

If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the beaten egg evenly into two small cups.

To double a recipe, use exactly twice the amount of each ingredient.

Example: 2 X 3 tablespoons = 6 tablespoons

When you convert a recipe, write down the reduced or increased version. Double-check you arithmetic. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Be sure to express amounts in the most convenient unit of measure.

Change each of the following ingredients to accommodate yield change from 100 to 500. Remember to convert to the largest measurement. Show your arithmetic.

1. 8 oz apples ____________________

2. 2 c bananas ____________________

3. 6 qt pears ____________________

4. 4 pt oranges ____________________

5. 4 oz carrots ____________________

6. 1 T salt ____________________

7. 2 c flour ____________________

8. 1/2 c sugar ____________________

Change each of the following recipe ingredients to accommodate yield change from 12 to 6. Show your arithmetic.

9. 3 c flour ____________________

10. 1 T soda ____________________

11. 3/4 c milk ____________________

12. 2 t salt ____________________

13. 1/2 c sugar ____________________

14. 1 T cornstarch ____________________

15. 4 eggs ____________________

16. 1/4 t cinnamon ____________________

Use the following recipe ingredients for Baked Cheese Fondue to accommodate the indicated yields in Column A and Column B.

Need 2 servings	Need 12 Servings
17.____________________	24. ____________________
18.____________________	25. ____________________
19.____________________	26. ____________________
20.____________________	27. ____________________
21.____________________	28. ____________________
22.____________________	29. ____________________
23.____________________	30. ____________________

Baked Cheese Fondue

1 cup soft bread crumbs
1 cup grated American cheese
1/2 teaspoon salt
Few grains pepper
1 tablespoon margarine, melted
3 eggs, separated
1 cup milk

Yield: 4

ASSIGNMENT ANSWERS — USING A RECIPE — F VII

ASSIGNMENT SHEET 1

1. F
2. T
3. F
4. T
5. F
6. Grater, food processor, or kitchen center
7. 5 minutes or until cheese melts
8. Pickle slices and carrot curls
9. Tomato, celery, green pepper
10. Use 6 teaspoons of each ingredient

ASSIGNMENT SHEET 2

1. A
2. A, The following information is given: baking temperature, baking time, description of the cornbread when baked, methods of mixing, number of servings, preparation of the pan, proportion of ingredients, and the size of the pan. The dry ingredients are also listed before the liquid ingredients.
3. B, The following information is NOT given: baking temperature, baking time, description of the cornbread when baked, methods of mixing, number of servings, preparation of the pan, proportion of ingredients, and the size of the pan. The dry ingredients are also not listed before the liquid ingredients.

ASSIGNMENT SHEET 3

1. 8 oz X 5 = 40 oz, 40 oz ÷ 16 (oz per lb) = 2 1/2 lbs apples
2. 2 c X 5 = 10 c, 10 c ÷ 4 (c per qt.) = 2 1/2 qts bananas
3. 6 qt X 5 = 30 qt, 30 qt ÷ 4 (qt per gal) = 7 1/2 gal pears
4. 4 pt X 5 = 20 pt, 20 pt ÷ 2 (pt per qt) = 10 qt, 10 qt ÷ 4 (qt per gal) = 2 1/2 gal oranges
5. 4 oz X 5 = 20 oz, 20 oz ÷ 16 (oz per lb) = 1 1/4 lb carrots

6. 1 T X 5 = 5 T salt

7. 2 c X 5 = 10 c flour

8. 1/2 c X 5 = 2 1/2 c sugar

9. 3 c ÷ 2 = 1 1/2 c flour

10. 1 T ÷ 2 = 1 1/2 t soda

11. 3/4 c ÷ 2 = 3 oz milk

12. 2 t ÷ 2 = 1 t salt

13. 1/2 c ÷ 2 = 1/4 c sugar

14. 1 T ÷ 2 = 1 1/2 t cornstarch

15. 4 ÷ 2 = 2 eggs

16. 1/4 t ÷ 2 = 1/8 t cinnamon

17. 1/2 c soft bread crumbs

18. 1/2 c grated American cheese

19. 1/4 t salt

20. Few grains pepper

21. 1 1/2 t margarine, melted

22. 1 1/2 eggs

23. 1/2 c milk

24. 3 c soft bread crumbs

25. 3 c grated American cheese

26. 1 1/2 t salt

27. Few grains pepper

28. 3 T margarine, melted

29. 9 eggs, separated

30. 3 c milk

WRITTEN TEST

USING A RECIPE

F VII

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with using a recipe to their correct definitions. Write the correct letters in the blanks.

___ 1. Rod on which meat is placed and roasted above a fire

___ 2. Food item required for a specific recipe

___ 3. List of ingredients used and directions for preparing a specific food

___ 4. Number of servings to be expected from a recipe

___ 5. Of the same measure as item replaced

a. Coals

b. Equivalent

c. Ingredient

d. Recipe

e. Spit

f. Time-work plan

g. Yield

OBJECTIVE 2

Match mixing techniques to their correct descriptions. Write the correct letters in the blanks.

____1. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

____2. Cut fat into dry ingredients until mixture is in very small pieces

____3. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

____4. Manipulate by pushing dough and rolling it back with the heel of the hand

____5. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate and remove lumps

____6. Soften and blend until smooth and light by mixing with a spoon or electric mixer

____7. Mix ingredients with a circular motion

____8. Mix several ingredients so they are well combined but not beaten

____9. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

a. Baste
b. Beat
c. Blend or combine
d. Cream
e. Cut in
f. Dredge
g. Fold in
h. Grate
i. Knead
j. Mince
k. Sift
l. Stir
m. Whip

OBJECTIVE 3

Match cutting techniques to their correct descriptions. Write the correct letters in the blanks.

___ 1. Cut by putting food through a food chopper or grinder

___ 2. Cut in long, thin pieces, smaller than 1/4 in.

___ 3. Cut in long, thin strips, approximately 1/4 in. thick

___ 4. Cut into small irregularly shaped pieces

___ 5. Cut into small pieces, about 1/2 in. in size

___ 6. Cut into very small pieces, about 1/4 in. in size

___ 7. Cut into very small pieces, less than 1/4 in. in size

___ 8. Divide foods into smaller pieces with a knife or scissors

___ 9. Rub food, such as lemon or orange peel, against grater to obtain fine particles

__ 10. Strip away, usually by hand, outside skin or covering

__ 11. Tear or cut into thin pieces or strips

__ 12. Trim away, usually with a paring knife or vegetable peeler, a thin outside skin or covering

a. Blend
b. Chop
c. Cube
d. Cut
e. Cut in
f. Dice
g. Dredge
h. Garnish
i. Grate
j. Grind
k. Julienne
l. Knead
m. Mince
n. Pare
o. Peel
p. Poach
q. Shred
r. Sliver

OBJECTIVE 4

Match cooking techniques to their correct descriptions. Write the correct letters in the blanks.

____1. Add decorative touches to foods/meals

____2. Boil in water until partially cooked

____3. Brown by direct heat in toaster or in oven

____4. Coat the surface with substance such as flour, milk, meal, or bread crumbs

____5. Cook by dry heat and uncovered in oven

____6. Cook gently in hot liquid below the boiling point

____7. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

____8. Cook in hot fat or oil

____9. Cook in hot fat or oil which completely covers the food; sometimes referred to as French-fried

____10. Cook in liquid just below the boiling point, 185-210°F; bubbles slowly rise to the surface

____11. Cook in liquid, usually water, in which bubbles rise constantly and break on surface continuously

____12. Cook long and slowly in liquid

____13. Cook over direct heat uncovered in a small amount of fat, butter, or oil

____14. Cook over steam rising from boiling water

a. Bake
b. Baste
c. Barbecue
d. Blend
e. Boil
f. Broil
g. Brown
h. Chill
i. Coals
j. Deep-fry
k. Dice
l. Drain
m. Dredge
n. Freeze
o. Fry
p. Garnish
q. Grate
r. Julienne
s. Knead
t. Mince
u. Parboil
v. Pare
w. Poach
x. Preheat
y. Roast

__ 15. Cook under direct heat or over coals

__ 16. Cover with boiling water and let stand without additional heating until flavor and color are extracted, as for tea

__ 17. Heat a liquid to the point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly in boiling water

__ 18. Heat a pan, broiler, or oven to desired temperature before cooking the food

__ 19. Lower the temperature of food below 32°F

__ 20. Make the surface of the food brown in color by frying, broiling, toasting, or baking

__ 21. Place food in the refrigerator until cold

__ 22. Pour off the liquid

__ 23. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

__ 24. Spoon drippings or other liquid over food while cooking

z. Saute
aa. Scald
bb. Shred
cc. Simmer
dd. Sliver
ee. Spit
ff. Steam
gg. Steep
hh. Stew
ii. Toast
jj. Yield

OBJECTIVE 5

Select from a list characteristics of a good recipe. Write an "X" in the blank before each correct answer.

____1. Baking or cooking temperature

____2. Baking or cooking terms

____3. Description of food when baking or cooking is completed

____4. Liquid ingredients listed before the dry ingredients

____5. Method of stirring

____6. Number of servings or yield

____7. Preparation of pan

____8. Proportion of ingredients

____9. Size of serving

OBJECTIVE 6

Write measurement abbreviations used in recipes. Write the correct abbreviations in the blanks.

1. Cup = ____________________
2. Degrees Fahrenheit = ____________________
3. Gallon = ____________________
4. Hour = ____________________
5. Minute = ____________________
6. Ounce = ____________________
7. Pint = ____________________
8. Pound = ____________________
9. Quart = ____________________
10. Tablespoon = ____________________
11. Teaspoon = ____________________

OBJECTIVE 7

Write measurement equivalents.

Fill in the blanks with the correct numbers.

1.________ t = 1 T

2.________ T = 1 c

3.________ c = 1 pt

4.________ pt = 1 qt

5.________ c = 1 qt

6.________ qt = 1 gal

7.________ oz = 1 c

8.________ oz = 1 lb

9.________ T = 1 oz

OBJECTIVE 8

List the information found on a time-work plan.

OBJECTIVE 9 **Arrange in order the steps to using a recipe.** Write the correct numbers in the blanks.

____Bake or cook as directed for perfect results

____Collect utensils and tools; gather together all you will need

____Complete preparation of ingredients, such as chopping nuts and melting chocolate

____Get your ingredients together to be sure you have everything you need

____Measure exactly

____Mix carefully, following every direction exactly

____Read the recipe carefully

____Set oven at desired temperature so that it can be preheated to the proper temperature

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Interpret recipe instruction.** SCORE_____

OBJECTIVE 11 **Evaluate recipes.** SCORE_____

OBJECTIVE 12 **Convert recipes.** SCORE_____

OBJECTIVE 1

1. e
2. c
3. d
4. g
5. b

OBJECTIVE 2

1. m
2. e
3. g
4. i
5. k
6. d
7. l
8. c
9. b

OBJECTIVE 3

1. j
2. r
3. k
4. b
5. c
6. f
7. m
8. d
9. i
10. o
11. q
12. n

OBJECTIVE 4

1. p
2. u
3. ii
4. m
5. y
6. w
7. a
8. o
9. j
10. cc
11. e
12. hh
13. z
14. ff
15. f
16. gg
17. aa
18. x
19. n
20. g
21. h
22. l
23. c
24. b

OBJECTIVE 5

1, 3, 6, 7, 8

OBJECTIVE 6

1. C or c
2. °F
3. gal
4. h or hr
5. min
6. oz
7. pt
8. lb or #
9. qt
10. T or Tbsp
11. t or tsp

OBJECTIVE 7

1. 3
2. 16
3. 2
4. 2
5. 4
6. 4
7. 8
8. 16
9. 2

OBJECTIVE 8

- Name of food to be prepared
- Food supplies needed
- Equipment needed
- Order of work
- Approximate time required for each task

OBJECTIVE 9

8, 3, 4, 2, 6, 7, 1, 5

OBJECTIVE 10

Refer to answers to Assignment Sheet 1.

OBJECTIVE 11

Refer to answers to Assignment Sheet 2.

OBJECTIVE 12

Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

QUICK BREADS, CAKES, AND COOKIES

F VIII

INTRODUCTION

Bread is the most widely eaten food in the world. Bread is made mostly of grain which has been finely ground into flour. Some breads are called "quick" because they take little time to make. Even though you may not at first realize it, cakes, and cookies can be classified as breads because they are also made with flour.

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare quick breads, cakes, and cookies. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with quick breads, cakes, and cookies to their correct definitions.
2. Match basic methods of mixing to their correct descriptions.
3. Match basic ingredients of quick breads, cakes, and cookies to their correct functions.
4. Select from a list the main nutrients in quick breads, cakes, and cookies.
5. Evaluate quick bread, cake, and cookie recipes. (Assignment Sheet 1)
6. Make a time-work plan for preparing quick breads, cakes, or cookies. (Assignment Sheet 2)

PREPARATION

- Order materials listed in suggested resources.
- Have the students clean the kitchens before any food preparation labs begin.
- Be certain students have passed the safety and sanitation unit written test.
- Check food supplies located in kitchen areas.
- Demonstrate to students how to wash dishes correctly.
- Demonstrate "wrong" things to do while preparing food such as tasting from spoon, licking fingers, handling money, etc. Students love this and it reminds them of sanitation rules to follow in food preparation.
- Invite a cake decorator to speak to the class.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.
- Plan a bake sale to take orders for products made in foods labs. Proceeds can benefit FHA/HERO or the home economics department.
- Participate in the "Kids Baking For Kids" educational fundraising program each fall to benefit handicapped children. Contact "Kids Baking For Kids", c/o The National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612.

DELIVERY

Objectives 1 and 2

- Discuss the types of doughs.

  Examples: Pour batter, drop batter, and soft dough
- Stress the importance of mixing cakes for the time indicated to incorporate air and to produce leavening.
- Show how to cut waxed paper to fit pans instead of greasing and flouring.
- Demonstrate the various mixing methods and how to knead and roll dough.

- Discuss how to test products for doneness.
- Show how to remove a baked product from the pan.
- Use the "Baking Basics" kit as a teaching resource.
- Distribute the "Pizza with Pizazz" worksheet.
- Show the video *Bake Your Cake and Eat It Too.*
- Have the students use the computer software program *OSP and the Principles of Quick Bread Preparation.*

Objectives 3 and 4

- Discuss different types of flour.

  Examples: All-purpose, cake, whole wheat, etc.
- Discuss storing of ingredients and final products to preserve freshness and keep out pests.
- Have the students collect recipes which include unusual ingredients.
- Suggest that students make a product as a home experience.
- Have the students collect and mount pictures to show the different uses of quick breads in meals.
- Show the students how to make gravies, cream sauces, soups, and puddings thickened with flour.
- Have the students research other sources, functions, and deficiency symptoms of nutrients discussed in unit.

APPLICATION

Objectives 5 and 6

- Use Assignment Sheet 1 to give students practice in evaluating quick bread, cake, and cookie recipes. Also, discuss the link between oatmeal and cholesterol.
- Use Assignment Sheet 2 to give students practice in making a time-work plan for preparing a quick bread, cake, or cookie.
- Have the students turn in their time-work plans as soon as possible so food supplies can be checked and purchased if necessary.
- Allow the students to express their creativity be adding fruits, nut, cheese, bacon, or jelly to the muffin recipe.

- Invite a cake decorator to speak to the class on cake decorating for profit.
- Show the video *Celebrate with Cake*.
- Have the students visit a grocery store to make note of the different types of quick breads, cakes, and cookies available including ready-to-serve, refrigerated/frozen doughs and final products, and dry mixes. The student should include label nutritional information, quantity or size, and cost.
- Divide the students into groups and allow them to prepare a quick bread, cake or cookie recipe. They might like to prepare a product from their family ethnic background or in addition to the recipes included with the unit, they could also prepare pancakes, waffles, popovers, coffee cake, drop biscuits, cornbread, doughnuts, hush puppies, rolled cookies, refrigerator cookies, molded cookies, or foam-type cakes.
- Evaluate baked products by the appearance, tenderness, texture, and flavor.
- Have each group describe the procedures used to prepare the recipe and show the final product.
- Limit food supplies and equipment to those listed on the student's time-work plan to help them understand the importance of planning.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Bake Your Cake and Eat It Too*, video is available for purchase from Wm. B. Reily & Co., Inc., 640 Magazine Street, New Orleans, Louisiana 70130.
- *OSP and the Principles of Quick Bread Products*, computer software program for Apple II is available for purchase from Orange Juice Software System, 338 South Arch Avenue, New Richmond, Wisconsin 54017.
- *Celebrate with Cake*, video is available for purchase from Wilton Enterprises, Inc., 2240 W. 75th Street, Woodridge, Illinois 60517.

Publications

- "Baking Basics" teaching kit and "Pizza with Pizazz" worksheet are available for a small fee from the Self-Rising Program, P.O. Box 22492, Denver, Colorado 80220.

UNIT REFERENCES

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- Ray, Mary and Lewis, Evelyn. *Exploring Professional Cooking*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

QUICK BREADS, CAKES, AND COOKIES

F VIII

OBJECTIVE 1

1. b
2. o
3. d
4. e
5. r
6. f
7. s
8. g
9. u
10. h
11. v
12. j
13. w
14. k
15. x
16. l
17. y

OBJECTIVE 2

1. a
2. d
3. b
4. c

OBJECTIVE 3

1. g
2. c
3. b
4. h
5. d
6. i
7. e

OBJECTIVE 4

1, 4, 5, 6

OBJECTIVE 5 Refer to answers to Assignment Sheet 1.

OBJECTIVE 6 Refer to answers to Assignment Sheet 2.

PRETEST

QUICK BREADS, CAKES, AND COOKIES

F VIII

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with quick breads, cakes, and cookies to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Very fine flour that has a lower gluten content than all-purpose flour

___ 2. Mineral that builds bones and teeth and keeps them strong

___ 3. Replacement of nutrients lost during processing

___ 4. Food product with added nutrients such as vitamins or minerals

___ 5. Elastic substance formed from the protein in flour when the flour is mixed with water

___ 6. Mineral that gives blood its red color and helps transport oxygen from the lungs to all of the body cells

___ 7. Substance used to make food light in weight or to force food to rise by producing a gas

___ 8. Vitamin that helps produce energy in body cells

___ 9. Substance that possesses very small openings

___ 10. Mineral that helps the body use carbohydrates, proteins, and fats

___ 11. A complex carbohydrate

___ 12. Narrow continuous holes in quick breads that result from overmixing

a. All-purpose flour
b. Cake flour
c. Carbohydrate
d. Enriched
e. Fortified
f. Iron
g. Niacin
h. Phosphorus
i. Protein
j. Tunnels
k. Vitamin B1
l. Vitamin D
m. Water
n. Batter
o. Calcium
p. Conventional
q. Fat
r. Gluten
s. Leavening
t. Nutrient

___13. Vitamin that helps keep skin and hair healthy

___14. Vitamin, also known as thiamin, that helps the body use carbohydrates

___15. Vitamin, also known as riboflavin, that helps the body use carbohydrates, fats, and proteins

___16. Vitamin that helps the body absorb and use calcium and phosphorus

___17. Vitamin that helps form red blood cells, muscles, and other tissues

u. Porous
v. Starch
w. Vitamin A
x. Vitamin B2
y. Vitamin E

OBJECTIVE 2

Match basic methods of mixing to their correct descriptions. Write the correct letters in the blanks.

____1. Combine sifted dry ingredients in a bowl and cut in fat; combine liquid ingredients; add liquids to dry ingredients and mix just until combined; if required, knead very lightly as overkneading will develop too much gluten and the product will be tough

____2. Cream the fat and sugar together; add the eggs and beat until light and fluffy; add the sifted dry ingredients alternately with the liquids, beginning and ending with dry ingredients; stir until well blended

____3. Combine sifted dry ingredients in a bowl; make a well in the center of the dry ingredients; combine liquid ingredients, including melted fat; add liquid to dry ingredients and mix just until combined, as overmixing will cause tunnels and toughness

a. Biscuit method
b. Muffin method
c. Quick mixing method
d. Conventional method
e. Quick bread method
f. Standard method

___ 4. Combine all the sifted dry ingredients in a bowl; add all the remaining ingredients; blend 1/2 minute on low speed, scraping bowl constantly; beat on high speed, scraping bowl occasionally

OBJECTIVE 3

Match basic ingredients of quick breads, cakes, and cookies to their correct functions. Write the correct letters in the blanks.

___ 1. Gives tenderness and aids in browning; vegetable product and lard are bland in flavor, but butter and margarine contribute a pleasing flavor

___ 2. Contains gluten which forms the structure or "backbone" of the product

___ 3. Adds flavor, tenderness, lightness, and color to the baked product

___ 4. Enables the product to rise and become light and porous: baking powder is the most common agent used in quick breads, cakes, and cookies, but air, steam, and a combination of soda and an acid such as buttermilk or vinegar are sometimes used

___ 5. Dissolves the dry ingredients and provides leavening as it is converted to steam; milk is the most often used and contributes to the flavor and browning quality of the product

___ 6. Adds flavor and strengthens the gluten

___ 7. Adds to the flavor and makes baked products more tender and delicate; aids in the browning process

a. Cinnamon
b. Egg
c. Flour
d. Liquid
e. Sugar
f. Cocoa
g. Fat/shortening
h. Leavening
i. Salt
j. Vanilla

OBJECTIVE 4

Select from the following list the main nutrients in quick breads, cakes, and cookies. Write an "X" in the blank before each correct answer.

____1. Fats

____2. Proteins

____3. Water

____4. Carbohydrates

____5. Minerals

____6. Vitamins

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 5

Evaluate quick bread, cake and cookie recipes. SCORE_____

OBJECTIVE 6

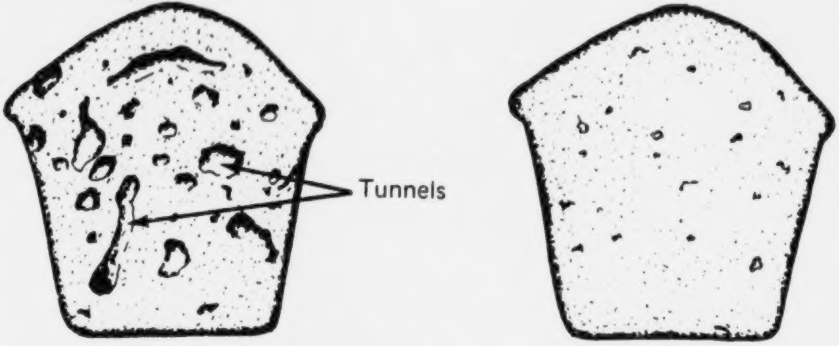
Make a time-work plan for preparing quick breads, cakes, or cookies. SCORE_____

OBJECTIVE 1

Match the terms associated with quick breads, cakes, and cookies to their correct definitions.

- **Cake flour**—Very fine flour that has a lower gluten content than all-purpose flour
- **Calcium**—Mineral that builds bones and teeth and keeps them strong
- **Enriched**—Replacement of nutrients lost during processing
- **Fortified**—Food product with added nutrients such as vitamins or mineral
- **Gluten**—Elastic substance formed from the protein in flour when the flour is mixed with water
- **Iron**—Mineral that gives blood its red color and helps transport oxygen from the lungs to all of the body cells
- **Leavening**—Substance used to make food light in weight or to force food to rise by producing a gas
- **Niacin**—Vitamin that helps produce energy in body cells
- **Phosphorus**—Mineral that helps the body use carbohydrates, proteins, and fats
- **Porous**—Substance that possesses very small openings
- **Starch**—A complex carbohydrate
- **Tunnels**—Narrow continuous holes in quick breads that result from overmixing (Figure 1)

FIGURE 1



- **Vitamin A**—Vitamin that helps keep skin and hair healthy
- **Vitamin B1**—Vitamin, also known as thiamine, that helps the body use carbohydrates
- **Vitamin B2**—Vitamin, also known as riboflavin, that helps the body use carbohydrates, fats, and proteins
- **Vitamin D**—Vitamin that helps the body absorb and use calcium and phosphorus
- **Vitamin E**—Vitamin that helps form red blood cells, muscles, and other tissues

OBJECTIVE 2

Match basic methods of mixing to their correct descriptions.

There are four basic methods of mixing quick breads, cakes, and cookies. There is a definite reason for each method and if the correct method is followed, the product should be a success.

- **Biscuit method**. The biscuit method can be summarized into the following steps:

  1. Combine sifted dry ingredients in a bowl and cut in fat.
  2. Combine liquid ingredients.
  3. Add liquids to dry ingredients and mix just until combined.
  4. If required, knead very lightly as overkneading will develop too much gluten and the product will be tough.

- **Conventional method**. The conventional method can be summarized into the following steps:

  1. Cream the fat and sugar together.
  2. Add the eggs and beat until light and fluffy.
  3. Add the sifted dry ingredients alternately with the liquids, beginning and ending with dry ingredients.
  4. Stir until well blended.

  NOTE: Some recipes require the liquids and dry ingredients to be added all at one time after the fat and sugar have been creamed.

- **Muffin method**. The muffin method can be summarized into the following steps:

1. Combine sifted dry ingredients in a bowl.
2. Make a well in the center of the dry ingredients.
3. Combine liquid ingredients, including melted fat.
4. Add liquid to dry ingredients and mix just until combined, as overmixing will cause tunnels and toughness.

- **Quick mixing method**. The quick mixing method can be summarized into the following steps:

1. Combine all the sifted dry ingredients in a bowl.
2. Add all the remaining ingredients.
3. Blend 1/2 minute on low speed, scraping bowl constantly.
4. Beat 3 minutes on high speed, scraping bowl occasionally.

OBJECTIVE 3

Match basic ingredients of quick breads, cakes, and cookies to their correct functions.

The kinds and amounts of ingredients used in quick breads, cakes, and cookies will affect the character of the product.

- **Eggs**—Adds flavor, tenderness, lightness, and color to the baked product
- **Fat/shortening**—Gives tenderness and aids in browning; vegetable shortening and lard are bland in flavor, but butter and margarine contribute a pleasing flavor
- **Flour**— Contains gluten which forms the structure or "backbone" of the product
- **Leavening**—Enables the product to rise and become light and porous; baking powder is the most common leavening agent used in quick breads, cakes, and cookies, but air, steam, and a combination of soda and an acid such as buttermilk or vinegar are sometimes used
- **Liquid**—Dissolves the dry ingredients and provides leavening as it is converted to steam; milk is the liquid most often used and contributes to the flavor and browning quality of the product
- **Salt**—Adds flavor and strengthens the gluten

- **Sugar**—Adds to the flavor and makes baked products more tender and delicate and aids in the browning process

OBJECTIVE 4

Select from a list the main nutrients in quick breads, cakes, and cookies.

The kinds and amounts of ingredients used in quick breads, cakes, and cookies influence the nutritive value of the product. The following nutrients are contributed to the body by eating products made with the basic ingredients found in quick breads, cakes, and cookies.

Assignment Sheet 1 allows you an opportunity to evaluate quick bread, cake, and cookie recipes on all the information you have learned so far. Assignment Sheet 2 allows you an opportunity to plan for the quick breads, cakes, and cookies lab experience.

- **Carbohydrates** in the form of starch from the flour and sugar from the processed sugar are found in quick breads, cakes, and cookies
- **Fats** such as shortening, lard, butter, and margarine add to the nutrient and caloric value of the product
- **Minerals** such as calcium and phosphorus from the milk and iron and phosphorus from the eggs increase the nutrient content
- **Vitamins A, D, E, B1, B2, and Niacin** are contributed from the eggs, butter, fortified margarine and milk, and enriched flour used in the recipes

ASSIGNMENT SHEET 1 | **QUICK BREADS, CAKES, AND COOKIES** | **F VIII**

OBJECTIVE 5 **Evaluate quick breads, cake, and cookie recipes.**

INTRODUCTION The objectives in this unit deal with the techniques used for mixing quick breads, cakes and cookies and the nutrient contributions from these food products. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Read the recipes and answer the questions that follow.

ROLLED BISCUITS

2 c sifted all-purpose flour
3 t baking powder
3/4 t salt
5 T shortening
3/4 c milk

Sift together the flour, baking powder, and salt into a mixing bowl. Cut in shortening with fork, pastry blender, or two knives until it is the consistency of cornmeal. Add milk, stirring quickly with a fork until all the flour is dampened. Place on a lightly floured board and knead for 30 seconds in order to mix ingredients more thoroughly. Roll to a thickness half of that desired in the baked biscuits, because it will rise to twice the rolled thickness. Cut with floured cutter and place on an ungreased baking sheet. Bake in hot oven (425°F) for 13-15 minutes. Yield: 10-12 biscuits.

1. What mixing method is used for the rolled biscuits? ________

   ____

2. What function does the flour provide in the recipe? ________

   ____

3. What main nutrient is contributed by the shortening in the recipe? ________________________________

   ____

MUFFINS

2 c sifted all-purpose flour
3 t baking powder
1/2 t salt
2 T sugar
3 T melted shortening or vegetable oil
1 egg, well beaten
1 c milk

Sift flour, baking powder, salt, and sugar into a mixing bowl. Make a well in the mixture. Mix liquid fat with egg and milk in a separate bowl. Pour liquid ingredients into the well of the dry ingredients. Stir only until dry ingredients are dampened. Batter will be lumpy. Bake for 20-25 minutes at 400°F in greased muffin pans, filling each muffin well half full. Makes 12 muffins.

4. What mixing method is used for the muffins? ____________

   ____

5. What function does the baking powder provide in the recipe?

   ____

6. What main nutrient is contributed by the sugar in the recipe?

   ____

7. What will happen if the mixture is overmixed? ____________

   ____

PLAIN CAKE

2 c sifted cake flour
3 t baking powder
1/2 t salt
1/2 c shortening

1 t vanilla
1 c sugar
2 eggs, unbeaten
3/4 c milk

Sift flour, baking powder, and salt together. Cream shortening thoroughly; add vanilla and continue to cream shortening. Add sugar gradually; continue creaming until mixture is light and fluffy and sugar is completely dissolved. Add eggs, one at a time, beating well after each addition until mixture is light and fluffy. Add sifted dry ingredients alternately with the milk; begin and end with dry ingredients. Pour batter into two 8-in. layer pans, greased and floured or lined with waxed paper. Bake in moderate oven (375°F) 25-30 minutes, or until cake springs back when touched lightly with fingers. Place pans on cooling rack for 10 minutes before removing cakes from pans.

8. What mixing method is used for the plain cake? __________

   ____

9. What function does the salt provide in the recipe?__________

   ____

10. What main nutrients are contributed from the eggs in the recipe? ______________________________

    ____

BLACK MIDNIGHT CAKE

2 1/4 c all-purpose flour
or cake flour
1 2/3 c sugar
2/3 c cocoa
1 t salt

1/4 t baking powder
1 1/4 c water
3/4 c shortening
2 eggs
1 t vanilla

Heat oven to 350°F. Grease and flour baking pan, 13x9x2 inches, or two 9-inch or three 8-inch round layer pans. Measure all ingredients into large mixer bowl. Blend 1/2 minute on low speed, scraping bowl constantly. Beat 3 minutes on high speed, scraping bowl occasionally. Pour into pan(s).

Bake oblong pan about 45 minutes, layer pans 30 to 35 minutes or until wooden pick inserted in center comes out clean. Place pan(s) on cooling rack for 10 minutes before removing cake(s) from pan(s).

11. What mixing method is used for the black midnight cake?

____

12. What function does the water provide in the recipe? _______

____

OATMEAL COOKIES

1/3 c shortening
1/2 c sugar
1/4 c brown sugar
1 egg
1/4 c milk
1/2 t vanilla
1 c flour
1/4 t baking soda
1/2 t baking powder
1/4 t cinnamon
1/8 t nutmeg
1/8 t allspice
1 1/4 c quick-cooking rolled oats
1/2 c raisins

Grease cookie sheet. Preheat oven to 350°F. With wooden spoon, cream together shortening, sugar, and brown sugar. Add egg, milk, and vanilla; mix well. In a separate bowl, sift together the flour, baking soda, baking powder, cinnamon, nutmeg, and allspice; stir into creamed mixture. (To measure 1/8 t, measure 1/4 t and with narrow spatula push out half.) Add oats and raisins; mix well. Drop rounded teaspoonfuls onto greased cookie sheet. Bake 15 minutes or until lightly browned. Use wide spatula to remove cookies from cookie sheet; cool on cooling rack. Makes 2 dozen cookies.

13. What mixing method is used for the oatmeal cookies?

____

BROWNIES

4 oz unsweetened chocolate
2/3 c shortening or butter
2 c sugar
4 eggs
1 t vanilla
1 1/4 c all-purpose flour
1 t baking powder
1 t salt

Heat oven to 350°F. Grease baking pan, 13x9x2 inches. Melt chocolate and shortening in double boiler or microwave oven. Mix in sugar, eggs and vanilla. Stir in remaining ingredients. Spread in pan. Bake 30 minutes or until brownies start to pull away from sides of pan. Do not overbake. Cool slightly. Cut into bars, about 1 1/2 x 2 inches. Makes 32 brownies.

14. What mixing method is most closely followed for the brownies? ______________________

____

15. What would be the advantage of using butter instead of shortening? ______________________

____

____

ASSIGNMENT SHEET 2

QUICK BREADS, CAKES, AND COOKIES

F VIII

NAME ______________________________ SCORE ______

OBJECTIVE 6

Make a time-work plan for preparing quick breads, cakes, or cookies.

INTRODUCTION

In the "Using a Recipe" unit of instruction, you learned the importance of making a time-work plan when getting ready to prepare foods. The activity on this assignment sheet emphasizes making a time-work plan for preparing quick breads, cakes, or cookies.

DIRECTIONS

Use the following page to make a time-work plan for your laboratory experience for this unit. Use the recipe assigned by your instructor.

TIME-WORK PLAN

NAME(S) ____________________

KITCHEN ____________________

FOOD TO PREPARE ____________________

Food Supplies Needed (Type and Amount)	On Hand	Need to Purchase
	(Check One)	

Equipment Needed

Order of Work	Who is Responsible?	Approximate Time in Minutes	Check when Completed
1.			
2.			
3.			
4.			
5.			
6.			

Estimated total time ________

Be certain that someone is responsible for serving and for clean-up. Have your instructor evaluate your work.

ASSIGNMENT ANSWERS

QUICK BREADS, CAKES, AND COOKIES

F VIII

ASSIGNMENT SHEET 1

1. Biscuit method
2. Contains gluten which forms the structure or "backbone" of the product
3. Fats
4. Muffin method
5. Leavening
6. Carbohydrates
7. The product will have tunnels and will be tough
8. Conventional
9. Adds flavor and strengthens the gluten
10. Minerals and vitamins
11. Quick mixing method
12. Dissolves the dry ingredients and provides leavening as it is converted to steam
13. Conventional
14. Conventional
15. Butter contributes a pleasing flavor

ASSIGNMENT SHEET 2

Use the following criteria for student evaluation. The following should be listed:

- The student's name or the student groups' names
- The kitchen name, letter, or number (if applicable)
- The name of the food to prepare
- The food supplies (type and amount) on hand AND need to purchase

- The equipment needed
- The order of work, who is responsible, approximate time in minutes, and estimated total time

WRITTEN TEST

QUICK BREADS, CAKES, AND COOKIES

F VIII

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with quick breads, cakes, and cookies to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. A complex carbohydrate

___ 2. Elastic substance formed from the protein in flour when mixed with water

___ 3. Food product with added nutrients such as vitamins or minerals

___ 4. Replacement of nutrients lost during processing

___ 5. Mineral that gives blood its red color and helps transport oxygen from the lungs to all of the body cells

___ 6. Mineral that helps the body use carbohydrates, proteins, and fats

___ 7. Mineral that builds bones and teeth and keeps them strong

___ 8. Narrow continuous holes in quick breads that result from overmixing

___ 9. Substance used to make food light in weight or to force food to rise by producing gas

___ 10. Very fine flour that has a lower gluten content than all-purpose flour

___ 11. Substance that possesses very small openings

a. All-purpose flour
b. Batter
c. Cake flour
d. Calcium
e. Carbohydrate
f. Conventional
g. Enriched
h. Fat
i. Fortified
j. Gluten
k. Iron
l. Leavening
m. Niacin
n. Nutrient
o. Phosphorus
p. Porous
q. Protein
r. Starch
s. Tunnels

___12. Vitamin, also known as riboflavin, that helps the body use carbohydrates, fats, and proteins

___13. Vitamin, also known as thiamine, that helps the body use carbohydrates

___14. Vitamin that helps form and keep skin and hair healthy

___15. Vitamin that helps form red blood cells, muscles, and other tissues

___16. Vitamin that helps produce energy in body cells

___17. Vitamin that helps the body absorb and use calcium and phosphorus

t. Vitamin A

u. Vitamin B1

v. Vitamin B2

w. Vitamin D

x. Vitamin E

y. Water

OBJECTIVE 2

Match basic methods of mixing to their correct descriptions. Write the correct letters in the blanks.

____1. Combine all the sifted dry ingredients in a bowl; add all the remaining ingredients; blend 1/2 minute on low speed, scraping bowl constantly; beat 3 minutes on high speed, scraping bowl occasionally

____2. Combine sifted dry ingredients in a bowl and cut in fat; combine liquid ingredients; add liquids to dry ingredients and mix just until combined; if required, knead very lightly as overkneading will develop too much gluten and the product will be tough

____3. Combine sifted dry ingredients in a bowl; make a well in the center of the dry ingredients; combine liquid ingredients, including melted fat; add liquid to dry ingredients and mix just until combined, as overmixing will cause tunnels and toughness

a. Biscuit method

b.. Conventional method

c. Muffin method

d. Quick bread method

e. Quick mixing method

f. Standard method

___ 4. Cream the fat and sugar together; add the eggs and beat until light and fluffy; add the sifted dry ingredients alternately with the liquids, beginning and ending with dry ingredients; stir until well blended

OBJECTIVE 3

Match basic ingredients of quick breads, cakes, and cookies to their correct functions. Write the correct letters in the blanks.

___ 1. Adds flavor and strengthens the gluten

___ 2. Adds flavor, tenderness, lightness, and color to the baked product

___ 3. Adds to the flavor and makes baked products more tender and delicate and aids in the browning process

___ 4. Contains gluten which forms the structure or "backbone" of the product

___ 5. Dissolves the dry ingredients and provides leavening as it is converted to steam; milk is the most often used and contributes to the flavor and browning quality of the product

___ 6. Enables the product to rise and become light and porous; baking powder is the most common agent used in quick breads, cakes, and cookies, but air, steam, and a combination of soda and an acid such as buttermilk or vinegar are sometimes used

___ 7. Gives tenderness and aids in browning; vegetable products and lard are bland in flavor, but butter and margarine contribute a pleasing flavor

a. Cinnamon
b. Cocoa
c. Egg
d. Fat/shortening
e. Flour
f. Leavening
g. Liquid
h. Salt
i. Sugar
j. Vanilla

OBJECTIVE 4

Select from the following list the main nutrients in quick breads, cakes, and cookies. Write an "X" in the blank before each correct answer.

____1. Carbohydrates

____2. Fats

____3. Mineral

____4. Proteins

____5. Vitamins

____6. Water

NOTICE

The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 5

Evaluate quick bread, cake, and cookie recipes. SCORE_____

OBJECTIVE 6

Make a time-work plan for preparing quick breads, cakes, or cookies. SCORE_____

WRITTEN TEST ANSWERS

QUICK BREADS, CAKES, AND COOKIES

F VIII

OBJECTIVE 1

1. r
2. j
3. i
4. g
5. k
6. o
7. d
8. s
9. l
10. c
11. p
12. v
13. u
14. t
15. x
16. m
17. w

OBJECTIVE 2

1. e
2. a
3. c
4. b

OBJECTIVE 3

1. h
2. c
3. i
4. e
5. g
6. f
7. d

OBJECTIVE 4

1, 2, 3, 5

1017

OBJECTIVE 5 Refer to answers to Assignment Sheet 1

OBJECTIVE 6 Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

CEREALS AND PASTA

F IX

INTRODUCTION

Cereal is the common name for grains which are the edible seeds produced by certain plants. Some form of grain plants is grown all over the world. Because of their good keeping quality, high energy value, and relatively low cost, cereals and pasta are staple foods and in some underdeveloped countries, they are the main source of caloric intake.

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare cereals and pasta. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with cereals and pasta to their correct definitions.
2. Match parts of grains to their correct descriptions.
3. Name uses of grains.
4. Select from a list nutrients found in cereals and pasta.
5. List dietary considerations concerning cereals and pasta.
6. Select from a list guidelines for cooking cereals and pasta.
7. Select from a list characteristics of well-prepared cereals and pasta.
8. Evaluate cereal and pasta recipes. (Assignment Sheet 1)
9. Make a time-work plan for preparing cereals or pasta. (Assignment Sheet 2)

SUGGESTED ACTIVITIES | CEREALS AND PASTA | F IX

PREPARATION

- Order materials listed in suggested resources.
- Organize a spaghetti dinner in conjunction with a school activity. For entertainment, have the students demonstrate how to make pasta from scratch. The proceeds could benefit FHA/HERO or the home economics department.
- Follow lab suggestions listed in the "Quick Breads, Cakes, and Cookies" unit of instruction.
- Have the students turn in their time-work plans as soon as possible in order to check and purchase needed food supplies.

DELIVERY

Objectives 1 through 3

- Make a display of pasta. Which items are "new" to the students?
- Make party mix as a treat to introduce unit. Popcorn could also be served.
- Grind whole kernel grains to make a cereal product. How does it compare with similar purchased products?
- Check at health food store for cereal products that would interest or be new to the students. Bring them to class.
- Have the students collect recipes that use cereal products; brainstorm ways that cereal products can be served for lunch or dinner.
- Have the students create an advertising campaign for an imaginary cereal or pasta product.
- Use the "Rice Council" classroom kit at a teaching resource.

Objectives 4 and 5

- Have the students bring empty cereal boxes to class and compare nutritional value of the products.
- Use the "Nutritional Information Kit" as a teaching resource.
- Show the filmstrip *Pasta! A Food for All Reasons*.
- Use the "Pastahhh" pamphlet series as a teaching resource.

- Distribute the pamphlet "Quick and Easy Tips to a High-Fiber Diet."
- Distribute the booklet "Fiber Fun Recipes for Kids."
- Arrange a cooking experience with the kindergarten classes.
- Distribute the flyer "Sugar and Your Health."
- Distribute the brochure "Breakfast Your Way to a Better Day."
- Distribute the pamphlet "Good News! Quick and Easy Tips to a High-Fiber Diet."

Objectives 6 and 7

- Have the students cook a fine-grained cereal, such as cream of wheat, and a coarse cereal, such as rolled oats. Cook each of the cereals two different ways. For one, add the cereal slowly to rapidly boiling water while stirring to prevent lumps. For the other, mix the product with a small amount of cold water before it is stirred into boiling water to prevent lumps. Discuss which method was easier to maintain a lump-free product and which method is recommended for each cereal.
- Have the students evaluate the products made in the lab according to the characteristics identified in Objective 7.
- Encourage students to try various broths and fruit juices to replace all or part of the water when cooking rice in the food lab.

APPLICATION

Objectives 8 and 9

- Use Assignment Sheet 1 to give students practice in evaluating cereals and pasta recipes.
- Use Assignment Sheet 2 to give students practice in making a time-work plan for preparing cereals or pasta.
- Have the students prepare oat, rice, and pasta dishes made from ready-to-eat, uncooked, and instant products. Compare the product's flavor, texture, nutritive value, and cost per serving. Have the students vote on which product they like the best and then tell why. Also, discuss which products provide the most nutrients and are the most and least expensive.

- In addition to the basic recipes listed on Assignment Sheet 1 the students could choose cookie, pudding, sauce, gravy, Rice Krispie bars, and tabouli recipes that contain grain products. Other recipes could be obtained from the following publications.

  —"Kellogg's Favorite Recipe Collection"

  —"Kellogg's Favorite Microwave Recipes"

  —"Hurry, Let's Eat"

  —"Uncle Ben's Risottos and Pilafs"

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Pasta! A Food for All Reasons* film, poster and fact sheet are available free of charge from the National Pasta Association, 1901 N. Fort Myer Dr., Suite 1000, Arlington, Virginia 22209.

Publications

- *Rice Council* classroom kit is free from the Rice Council, P.O. Box 740121, Houston, Texas 77274.
- *Nutritional Information Kit* is free from ADM Milling Co., 4550 W. 109th Street, Shawnee Mission, Kansas 66211.
- "Pastahhh" pamphlet series is available for a small fee from the National Pasta Association, 1901 N. Fort Myer Dr., Suite 1000, Arlington, Virginia 22209.
- "Quick and Easy Tips to a High Fiber Diet,"
- "Fiber Fun Recipes for Kids,"
- "Sugar and Your Health,"
- "Breakfast Your Way to a Better Day,"
- "Good News! Quick and Easy Tips to a High-Fiber Diet,"
- Kellogg's Favorite Recipe Collection," and
- "Kellogg's Favorite Microwave Recipes" are all free from the Kellogg Company, Dept. f-8, 1 Kellogg Square, Battlecreek, Michigan 49016-359.
- "Hurry, Let's Eat" cookbook is free from The Quaker Oats Co., 847 W. Jackson, Fifth Floor, Dept. FCM, Chicago, Illinois 60607-3018.
- "Uncle Ben's Risottos and Pilafs Recipe Folder" is free with a #10 SASE from Uncle Ben's, Dept. 2384, Lubbock, Texas 79491.

UNIT REFERENCES

- *Betty Crocker's Cookbook*. Racine, Wisconsin: Western Publishing Co., Inc., 1972.
- Kelly, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Co., 1984.

- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

CEREALS AND PASTA

F IX

OBJECTIVE 1

1. a
2. g
3. h
4. d
5. i
6. e
7. j

OBJECTIVE 2

1. a
2. d
3. e

OBJECTIVE 3

- Breakfast cereals
- Flour
- Pasta

OBJECTIVE 4

2, 3, 4, 5, 6, 7, 9

OBJECTIVE 5

Any three of the following are acceptable

- Added salt
- Added sugar
- Amount of fiber
- Effect on cholesterol
- High starch content

OBJECTIVE 6	1, 3, 5, 6, 7, 10
OBJECTIVE 7	2, 3, 4, 6, 8
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.

PRETEST

CEREALS AND PASTA

F IX

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with cereals and pasta to their correction definitions. Write the correct letters in the blanks.

___ 1. Common name for grains

___ 2. Thickening or soft gel which forms when starches are cooked

___ 3. Grain or seed as of corn, wheat, rice, or oats

___ 4. Grain products made from a special durum wheat which is high in gluten and adds protein to the diet

___ 5. Cereals cooked and ready for the table

___ 6. Cereals that require cooking before serving

___ 7. Fatlike substance used by the body to make necessary chemicals and to aid digestion; an excessive amount can block the blood vessels and can cause a heart attack

a. Cereal
b. Fiber
c. Granule
d. Pasta
e. Uncooked cereals
f. Enriched
g. Gelatinization
h. Kernel
i. Ready-to-eat cereals
j. Cholesterol

OBJECTIVE 2

Match parts of grains to their correct descriptions. Write the correct letters in blanks.

___ 1. Several outer layers or coats that protect the seed until it is ready to be planted or milled; rich in noncalorie fiber, B vitamins, minerals, and some protein

___ 2. Largest part of the grain located inside the kernel; rich in starch and contains some protein

___ 3. Heart of the kernel; rich in B vitamins and contains some fat, minerals, and protein

a. Bran
b. Fortified
c. Oat
d. Endosperm
e. Germ

OBJECTIVE 3

Name uses of grains.

____

____

____

____

____

OBJECTIVE 4

Select from the following list nutrients found in cereals and pasta. Write an "X" in the blank before each correct answer.

____1. Calcium

____2. Iron

____3. Phosphorus

____4. Riboflavin

____5. Thiamine

____6. Fiber

____7. Niacin

____8. Potassium

____9. Starch

___10. Vitamin A

OBJECTIVE 5

List dietary considerations concerning cereals and pasta.

____

____

____

____

____

OBJECTIVE 6

Select from the following list guidelines for cooking cereals and pasta. Write an "X" in the blank before each correct answer.

___ 1. Add 1 teaspoon of vegetable oil to the water to keep it from foaming and to prevent sticking

___ 2. Add cereals all at once to rapidly boiling water while stirring to prevent lumps

___ 3. Cook exactly as directed on package and watch cooking time closely

___ 4. Rinse products after cooking to keep the product from sticking together

___ 5. Coat pasta with 1/2 teaspoon of vegetable oil after cooking to prevent sticking

___ 6. Test often while cooking to see if product is done

___ 7. Use plenty of water

___ 8. Add the pasta all at once to the boiling water

___ 9. Mix fine cereals, such as cream of wheat and corn meal, with a small amount of hot water before they are stirred into the boiling water to prevent lumps

___ 10. Stir occasionally so product cooks evenly and does not stick

___ 11. Use 4 ounces of pasta per serving

___ 12. Leave the pasta in the water when done to keep it warm until serving time

OBJECTIVE 7 **Select from the following list characteristics of well-prepared cereals and pasta.** Write an "X" in the blank before each correct answer.

____1. Fortified with vitamins

____2. Gelatinized (cereals)

____3. Pleasing flavor

____4. Does not stick together

____5. Enriched with nutrients

____6. Free of lumps

____7. Light in color

____8. Not pasty

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 8 **Evaluate cereal and pasta recipes.** SCORE_____

OBJECTIVE 9 **Make a time-work plan for preparing cereals or pasta.** SCORE_____

INFORMATION SHEET

CEREALS AND PASTA

F IX

OBJECTIVE 1

Match terms associated with cereals and pasta to their correct definitions.

- **Cereal**—Common name for grains

  Examples: Corn, wheat, rice, oats

- **Cholesterol**—Fatlike substance used by the body to make necessary chemicals and to aid digestion; an excessive amount can block the blood vessels and can cause a heart attack

- **Gelatinization**—Thickening or soft gel which forms when starches are cooked

- **Kernel**—Grain or seed as of corn, wheat, rice, or oats

- **Pasta**—Grain products made from a special durum wheat which is high in gluten and adds protein to the diet

  Examples: Macaroni, spaghetti, noodles

- **Ready-to-eat cereals**—Cereals cooked and ready for the table

- **Uncooked cereals**—Cereals that require cooking before serving

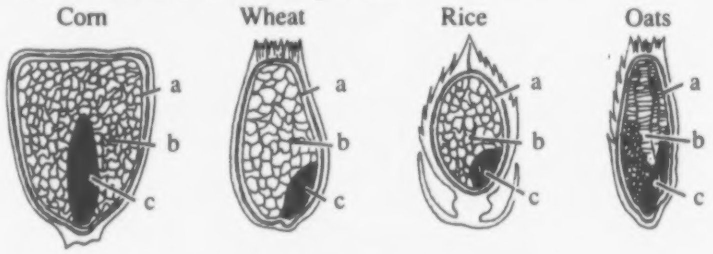
OBJECTIVE 2

Match parts of grains to their correct descriptions.

- **Bran**—Several outer layers or coats that protect the seed until it is ready to be planted or milled; rich in noncaloric fiber, B vitamins, minerals, and some protein

- **Endosperm**—Largest part of the grain located inside the kernel; rich in starch and contains some protein

- **Germ**—Heart of the kernel; rich in B vitamins and contains some fats, minerals, and protein



a. Bran b. Endosperm c. Germ

OBJECTIVE 3

Name uses of grains.

Grain products can be used in a variety of ways in meals. For convenience, their uses can be grouped into the following classes:

- **Breakfast cereals**—Appear in many shapes and forms; they can be ready-to-eat cereals or uncooked cereals
- **Flour**—Another grain product that is used as the main ingredient in many baked products
- **Pasta**—Made in many shapes and sizes and adds variety to a meal

OBJECTIVE 4

Select from a list nutrients found in cereals and pasta.

The amounts of nutrients found in cereals and pasta may vary depending on the type of grain used and the manner in which the grain is processed. Some products are enriched with added vitamins and minerals lost during processing. The following nutrients are found in most cereals and pasta:

- Fiber
- Iron
- Niacin
- Phosphorus
- Riboflavin
- Starch
- Thiamine

OBJECTIVE 5

List dietary considerations concerning cereals and pasta.

Nutritionists and doctors are encouraging people to eat more grains. The resulting increase in the amount of fiber, the effect on cholesterol, and the amount of complex carbohydrates or high starch content can improve your diet and your health. As with most advantages there are disadvantages such as the added salt and added sugar that are typically found in processed cereals and fiber.

- **Added salt**—Recent research indicates that over consumption of salt is related to heart failure, hypertension, and kidney disease
- **Added sugar**—When sugar and other sweeteners appear near the top of the ingredients list of a cereal, it will contribute few nutrients and many undesirable calories
- **Amount of fiber**—Recent research indicates that maintaining high amounts of fiber in the diet helps prevent heart disease and some forms of cancer; many cereals, particularly bran cereals, contain high amounts of fiber and eating these cereals can be good for your health
- **Effect on cholesterol**—Recent research indicates that consuming oatmeal and other oat products will help lower the body's cholesterol level
- **High starch content**—Most cereals are high in starch and thus high in complex carbohydrates which are good for your health

OBJECTIVE 6 **Select from a list guidelines for cooking cereals and pasta.**

Cereals and pasta are used in a variety of foods. Assignment Sheet 1 allows you an opportunity to use all the information you have learned so far to evaluate cereal and pasta recipes. Even though you will need to use different techniques in preparing each product, the following general guidelines can be used when cooking cereals and grain products.

- Add 1 teaspoon of vegetable oil to the water to keep it from foaming and to prevent sticking
- Be sure water is at a rolling boil, then gradually add the pasta
- Add cereals slowly to rapidly boiling water while stirring to prevent lumps
- Cook exactly as directed on package and watch cooking time closely
- Do not rinse products after cooking as rinsing washes some of the nutrients out of the product
- Mix fine cereals, such as cream of wheat and corn meal, with a small amount of cold water before they are stirred into the boiling water to prevent lumps

- Coat pasta with 1 to 2 tablespoons of vegetable oil after cooking to prevent sticking
- Stir occasionally so product cooks evenly and does not stick
- Test often while cooking to see if product is done
- Use 2 ounces of pasta per serving
- Use plenty of water
- Remove pasta from the water immediately when done to keep the product from becoming mushy

OBJECTIVE 7

Select from a list characteristics of well-prepared cereals and pasta.

Rice, pasta, and cereals are generally cooked in water. Sometimes broth or fruit juices replace all or part of the water when cooking rice to add extra flavor. Assignment Sheet 2 allows you an opportunity to plan and prepare for the cereals and pasta lab experience. Well-prepared products, regardless of how they are cooked, will have the following characteristics.

- Gelatinized (cereals)
- Free of lumps
- Pleasing flavor
- Not pasty
- Does not stick together

ASSIGNMENT SHEET 1

CEREALS AND PASTA

F IX

NAME ______________________________ SCORE ______

OBJECTIVE 8 **Evaluate cereal and pasta recipes.**

INTRODUCTION The objectives in this unit deal with the techniques used for preparing cereals and pasta. The questions on this assignment sheet emphasize this area.

DIRECTIONS Read the recipes and answer the questions that follow.

RICE

1/3 c regular white rice
2/3 c water
1/4 t salt

Heat rice, water, and salt to boiling, stirring once or twice. Reduce heat to simmer; cover pan tightly and cook 14 minutes. Do not lift cover or stir. Remove pan of cooked rice from heat. Fluff rice lightly with fork; cover and let steam 5 to 10 minutes. Makes 1 cup cooked rice.

1. What group of grain uses would the rice belong?

   ____

2. How much rice, water, and salt would you use to make 3 cups cooked rice?

   ____

   ____

   ____

MACARONI, SPAGHETTI, AND NOODLES

1 T salt
3 qts water
8 oz macaroni, spaghetti, or noodles

Add salt to rapidly boiling water. Add macaroni, spaghetti, or noodles into water gradually so that water continues to boil. To cook spaghetti, place one end in water; as it softens, gradually coil it into pan until submerged. Boil uncovered, stirring occasionally just until tender (7 to 10 minutes) or as directed on package. Test by cutting several strands with fork against side of kettle. Drain quickly in colander or sieve.

3. How many servings would the above recipe make? ________

4. What could be added to the water to keep it from foaming and to prevent sticking? ________________

5. Why should the product not be rinsed after cooking?

____

____

6. What could be added to the macaroni, spaghetti, or noodles after cooking to prevent sticking? ________________

7. Why should the product be stirred while cooking?

____

____

8. Why should the product be drained quickly when done?

____

____

ASSIGNMENT SHEET 2 | **CEREALS AND PASTA** | **F IX**

NAME ______________________________ SCORE ________

OBJECTIVE 9 **Make a time-work plan for preparing cereals or pasta.**

INTRODUCTION In the "Using a Recipe" unit of instruction, you learned the importance of making a time-work plan when getting ready to prepare foods. The activity on this assignment sheet emphasizes making a time-work plan for preparing cereals or pasta.

DIRECTIONS Use the following page to make a time-work plan for your laboratory experience for this unit. Use the recipe assigned by your instructor.

TIME-WORK PLAN

NAME(S) ______________________________

KITCHEN ______________________________

FOOD TO PREPARE ______________________________

Food Supplies Needed (Type and Amount)	On Hand	Need to Purchase
	(Check One)	

Equipment Needed

	Order of Work	Who is Responsible?	Approximate Time in Minutes	Check when Completed
1.				
2.				
3.				
4.				
5.				
6.				

Estimated total time ________

Be certain that someone is responsible for serving and for clean-up. Have your instructor evaluate your work.

ASSIGNMENT ANSWERS

CEREALS AND PASTA

F IX

ASSIGNMENT SHEET 1

1. Breakfast cereals
2. 1 c rice, 2 c water, 3/4 t salt
3. 4
4. 1 t of vegetable oil
5. Rinsing washes some of the nutrients out of the product
6. 1-2 T of vegetable oil
7. So the product will cook evenly and not stick
8. To keep it from becoming mushy

ASSIGNMENT SHEET 2

Use the following criteria for student evaluation.

The following information should be listed

- Student's name or student group's name
- Kitchen name, letter, or number (if applicable)
- Name of the food to prepare
- Food supplies (type and amount) on hand AND need to purchase
- Equipment needed
- Order of work, who is responsible, approximate time in minutes, and estimated total time

WRITTEN TEST

CEREALS AND PASTA

F IX

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with cereals and pasta to their correct definitions. Write the correct letters in the blanks.

___ 1. Cereals cooked and ready for the table

___ 2. Cereals that require cooking before serving

___ 3. Common name for grains

___ 4. Grain or seed as of corn, wheat, rice or oats

___ 5. Grain products made from a special durum wheat which is high in gluten and adds protein to the diet

___ 6. Thickening or soft gel which forms when starches are cooked

___ 7. Fatlike substance used by the body to make necessary chemicals and to aid digestion; an excessive amount can block the blood vessels and can cause a heart attack

a. Cereal

b. Cholesterol

c. Enriched

d. Fiber

e. Gelatinization

f. Granule

g. Kernel

h. Pasta

i. Ready-to-eat cereals

j. Uncooked cereals

OBJECTIVE 2

Match parts of grains to their correct descriptions. Write the correct letters in the blanks.

___ 1. Heart of the kernel; rich in B vitamins, and contains some fat, minerals, and protein

___ 2. Largest part of the grain, located inside the kernel; rich in starch and contains some protein

___ 3. Several outer layers or coats that protect the seed until it is ready to be planted or milled; rich in noncaloric fiber, B vitamins, minerals, and some protein

a. Bran

b. Endosperm

c. Fortified

d. Germ

e. Oat

OBJECTIVE 3 **Name uses of grains.**

OBJECTIVE 4 **Select from the following list nutrients found in cereals and pasta.** Write an "X" in the blank before each correct answer.

____1. Calcium
____2. Fiber
____3. Iron
____4. Niacin
____5. Phosphorus
____6. Potassium
____7. Riboflavin
____8. Starch
____9. Thiamine
___10. Vitamin A

OBJECTIVE 5 **List dietary considerations concerning cereals and pasta.**

OBJECTIVE 6

Select from the following list guidelines for cooking cereals and pasta. Write an "X" in the blank before each correct answer.

___ 1. Add 1 teaspoon of vegetable oil to the water to keep it from foaming and to prevent sticking

___ 2. Add the pasta all at once to the boiling water

___ 3. Add cereals all at once to rapidly boiling water while stirring to prevent lumps

___ 4. Cook exactly as directed on package and watch cooking time closely

___ 5. Rinse products after cooking to keep the product from sticking together

___ 6. Mix fine cereals, such as cream of wheat and corn meal, with a small amount of hot water before they are stirred into the boiling water to prevent lumps

___ 7. Coat pasta with 1 or 2 tablespoons of vegetable oil after cooking to prevent sticking

___ 8. Stir occasionally so product cooks evenly and does not stick

___ 9. Test often while cooking to see if product is done

___ 10. Use 4 ounces of pasta per serving

___ 11. Use plenty of water

___ 12. Leave the pasta in the water when done to keep it warm until serving time

OBJECTIVE 7 **Select from the following list characteristics of well-prepared cereals and pasta.** Write an "X" in the blank before each correct answer.

____1. Enriched with nutrients

____2. Fortified with vitamins

____3. Free of lumps

____4. Gelatinized (cereals)

____5. Light in color

____6. Pleasing flavor

____7. Not pasty

____8. Does not stick together

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Evaluate cereals and pasta recipes.** SCORE_____

OBJECTIVE 9 **Make a time-work plan for preparing cereals or pasta.** SCORE_____

WRITTEN TEST ANSWERS

CEREALS AND PASTA

F IX

OBJECTIVE 1

1. i
2. j
3. a
4. g
5. h
6. e
7. b

OBJECTIVE 2

1. d
2. b
3. a

OBJECTIVE 3

- Breakfast cereals
- Flour
- Pasta

OBJECTIVE 4

2, 3, 4, 5, 7, 8, 9

OBJECTIVE 5

Any three of the following are acceptable

- Added salt
- Added sugar
- Amount of fiber
- Effect on cholesterol
- High starch content

OBJECTIVE 6	1, 4, 7, 8, 9, 11
OBJECTIVE 7	3, 4, 6, 7, 8
OBJECTIVE 8	Refer to answers to Assignment Sheet 1.
OBJECTIVE 9	Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

DAIRY FOODS

F X

INTRODUCTION

Milk and dairy foods have been popular foods for centuries. They are so diverse that they can be easily included in any meal and make a healthy snack because they contain so many nutrients. Milk and other dairy products are foods for which there are no nutritional substitutes. Everyone needs milk and needs to know how to better incorporate dairy foods into their daily diet.

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare dairy foods. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with dairy foods to their correct definitions.
2. Select from a list dietary considerations concerning dairy food.
3. Name forms of cheese.
4. Select from a list guidelines for cooking cheese.
5. Match purchasable forms of milk to their correct descriptions.
6. State the goal of milk cookery.
7. Evaluate dairy foods recipes. (Assignment Sheet 1)
8. Make a time-work plan for preparing dairy foods. (Assignment Sheet 2)

SUGGESTED ACTIVITIES

DAIRY FOODS

F X

PREPARATION

- Order materials listed in suggested resources.
- Have the students start collecting recipes that use dairy foods.
- Arrange for a field trip to a supermarket or dairy food processing plant.

DELIVERY

Objectives 1 and 2

- Display the "Calcium Poster."
- Use the "How to Participate in Osteoporosis Prevention Week" kit as a teaching resource.
- Use the "Cholesterol and Your Heart" booklet as a teaching resource.
- Use the "Get Healthy America" brochure as a teaching resource.
- Have the students plan a well-balanced meatless menu around macaroni and cheese.
- Discuss proper storage of dairy food products.

Objectives 3 and 4

- Use the "Kraft Cheese Kit" as a teaching resource.
- Use the "American Taste, Cheese in the Melting Pot" as a teaching resource.
- Make arrangements for a field trip in order for students to discover the types and cost of available cheeses.
- Make a display of available assorted cheese.
- Have a cheese tasting party. Have students group the cheeses into the identified forms.
- Have the students research the uses of various cheeses.
- Have the students collect several dairy food recipes and underline basic cooking principles for milk or cheese cookery.

Objectives 5 and 6

- Make vanilla puddings using skim milk, whole milk, and milk made from nonfat dry milk. Have the students compare the taste of the three batches and vote on which they like best. Discuss which batch has the most appealing appearance and texture.
- Set up an ice cream test kitchen to compare a variety of brands. Cover the containers so students do not know which brand they are tasting. Have each student vote on which one they like best and least. Discuss advertising and packaging influences.
- Make arrangements to visit a grocery store to discover the available forms of milk. Have the students record the cost per item, figure cost per serving, and write down the general use of each form.
- Visit a dairy food processing plant to discover how milk products are made.

APPLICATION

Objectives 7 and 8

- Use Assignment Sheet 1 to give students practice in evaluating dairy foods recipes.
- Use Assignment Sheet 2 to give students practice in making a time-work plan for preparing dairy foods.
  - Have the students prepare nachos or cheese pizza or other dairy foods recipes.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Publications

- "Calcium Poster,"
- "Kraft Cheese Kit," and
- "American Taste, Cheese in the Melting Pot" are available for purchase from Kraft, Inc., P.O. Box 1070, Dept. F.D., Libertyville, Illinois 60048.
- "How to Participate in Osteoporosis Prevention Week" is free from The National Osteoporosis Foundation, 1625 Eye St. NW, Suite 822, Washington, D.C. 20006.
- "Cholesterol and Your Heart" is available for a small fee from the American Heart Association, National Center, P.O. Box FM, 7320 Greenville Ave., Dallas, Texas 75231.
- "Get Healthy America" is free from Mazola F.A.C.T.S, Dept. GHA, P.O. Box 307, Coventry, Connecticut 06238.

UNIT REFERENCES

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- Peckham, Gladys and Freeland-Graves, Joanne. *Foundations of Food Preparation*. New York, New York: Macmillan Publishing Co., Inc., 1979.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- *Southern Living 1982 Annual Recipes*. Birmingham, Alabama: Oxmoor House, Inc., 1982.

PRETEST ANSWERS

DAIRY FOODS

F X

OBJECTIVE 1

1. i
2. f
3. l
4. b
5. k
6. j
7. d
8. m
9. c

OBJECTIVE 2

1, 3, 4, 5, 6, 7

OBJECTIVE 3

Any three of the following are acceptable

- Hard cheeses
- Process cheeses
- Process cheese foods
- Semisoft cheeses
- Soft cheeses

OBJECTIVE 4

2, 4

OBJECTIVE 5

1. q
2. p
3. k
4. g
5. e
6. m
7. y
8. t
9. b
10. z
11. r
12. u
13. a
14. l
15. d
16. w
17. n

OBJECTIVE 6	The goal of milk cookery is to prevent film or scum formation, boiling over, scorching, and curdling.
OBJECTIVE 7	Refer to answers to Assignment Sheet 1.
OBJECTIVE 8	Refer to answers to Assignment Sheet 2.

PRETEST

DAIRY FOODS

F X

NAME ________________________________ SCORE _______

OBJECTIVE 1

Match terms associated with dairy foods to their correct definitions. Write the correct letters in the blanks.

___ 1. Special period in life when female mammals secrete milk to feed their young

___ 2. Cheese that has not gone through the aging process

___ 3. Mineral element contained in milk and other products

___ 4. To thicken into a clot and separate from the liquid portion

___ 5. Undesirable burning of a product that changes its color, texture, and taste

___ 6. Bone disease in which the bones become brittle, porous, and break easily

___ 7. Cheese allowed to age to improve flavor and texture

___ 8. Liquid remaining after milk has formed curds

___ 9. Sugar carbohydrate in milk

a. Cheese
b. Curdle
c. Lactose
d. Ripened cheese
e. Scum
f. Unripened cheese
g. Yogurt
h. Cream
i. Lactation
j. Osteoporosis
k. Scorching
l. Sodium
m. Whey

OBJECTIVE 2

Select from the following list dietary considerations concerning dairy foods. Write an "X" in the blank before each correct answer.

____1. Fat and cholesterol content

____2. Fiber content

____3. Lactose intolerance

____4. Mineral content

____5. Protein content

____6. Sodium content

____7. Special dietary needs

____8. Sugar content

____9. Water content

OBJECTIVE 3

Name three forms of cheese.

____

____

____

OBJECTIVE 4

Select from the following list guidelines for cooking cheese. Write an "X" in the blank before each correct answer.

____1. Cook for a long period of time to avoid toughness

____2. Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with the other foods

____3. Cook at a high temperature to make the cheese smooth

____4. Use ripened cheese because unripened cheese may not blend well with the other ingredients

OBJECTIVE 5

Match purchasable forms of milk to their correct descriptions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Milk/cream blend with 10 to 12 percent milk fat

___ 2. Canned milk from which about 60 percent of the water has been evaporated

___ 3. Heavy cream containing a minimum of 36 percent milk fat

___ 4. Milk in which some or most of the fat has been removed, such as 2 percent, 1 1/2 percent and 1/2 percent milk fats; the lower the fat percentage, the less fat and calories the milk contains

___ 5. Milk in which the cream has been mechanically distributed throughout the milk and will not rise to the top

___ 6. Milk to which a pure bacteria has been added to aid in digestion

___ 7. Milk with not less than 3.5 percent milk fat and 8.25 percent other solids (proteins and carbohydrate); usually has been homogenized

___ 8. Whole milk from which the water has been removed; is economical and will keep a long time

___ 9. Light cream made from the fat of the milk

___ 10. Canned milk from sweetened whole milk and from which about 60 percent of the water has been removed

___ 11. Frozen milk product that has a high fat and sugar content to make it creamy and rich in taste

a. Buttermilk

b. Coffee cream

c. Curdled milk

d. Fortified milk

e. Homogenized milk

f. Lactate milk

g. Low-fat or skim milk

h. Osteoporosis

i. Scorched milk

j. Sodium

k. Whipping cream

l. Yogurt

m. Acidophilus milk

n. Chocolate milk

o. Cream

p. Evaporated milk

q. Half-and-half

r. Ice cream

s. Lactose milk

t. Nonfat dry milk

u. Pasteurized milk

___12. Milk heated to destroy harmful bacteria

___13. Milk made from pasteurized skim milk which has been treated with bacteria

___14. Milk product made by treating milk with a special bacteria; may be sold in fresh or frozen form and flavored with fruits

___15. Milk to which vitamin D has been added

___16. Fat of milk which has been treated with bacteria

___17. Whole milk to which chocolate flavoring has been added

v. Scummed milk

w. Sour cream

x. Whey

y. Whole milk

z. Sweetened condensed milk

OBJECTIVE 6 **State the goal of milk cookery.**

____

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 7 **Evaluate dairy foods recipes.** SCORE_____

OBJECTIVE 8 **Make a time-work plan for preparing dairy foods.** SCORE_____

INFORMATION SHEET

DAIRY FOODS

F X

OBJECTIVE 1

Match terms associated with dairy foods to their correct descriptions.

- **Curdle**—To thicken into a clot and separate from the liquid portion
- **Lactation**—Special period in life when female mammals secrete milk to feed their young
- **Lactose**—Sugar carbohydrate in milk
- **Osteoporosis**—Bone disease in which the bones become brittle, porous, and break easily
- **Ripened cheese**—Cheese allowed to age to improve flavor and texture
- **Scorching**—Undesirable burning of a product that changes its color, texture, and taste
- **Sodium**—Mineral element contained in milk and other products
- **Unripened cheese**—Cheese that has not gone through the aging process
- **Whey**—Liquid remaining after milk has formed curds

OBJECTIVE 2

Select from a list dietary considerations concerning dairy foods.

Milk has been called the nearly perfect food. In addition to milk being a beverage, it is also the basis for other dairy foods such as cheese, ice cream, and yogurt. As with any food, there are advantages and disadvantages to be considered when planning your daily dairy food intake.

- **Fat and cholesterol content**. Many dairy products such as whole milk, cream, and cheese are high in fat and cholesterol. You can get dairy foods with less fat and cholesterol by selecting low-fat dairy products.
- **Lactose intolerance**. Some people are unable to use lactose because their bodies cannot break the lactose down into the simple sugars of which it is composed.

- **Mineral content**. Milk is an essential source of calcium and phosphorus which are used to build strong bones and teeth.
- **Protein content**. Milk contains high-quality protein which helps you grow and to repair body tissues.
- **Sodium content**. Some cheeses are high in sodium. Over-intake of sodium can cause high blood pressure, water retention, and heart disease.
- **Special dietary needs**. Because the nutrients in dairy foods are used for growth and building body tissues, consuming dairy products is essential during special periods of life such as adolescence, pregnancy, and lactation. Dairy products are also essential during the entire life span to help prevent osteoporosis during the elder years.
- **Vitamin content**. Dairy foods are good sources of riboflavin, vitamin A, and vitamin D.

OBJECTIVE 3

Name forms of cheese.

Cheeses are available in many varieties. They are classified according to their degree of hardness.

- **Hard cheeses**. Made principally from partially skimmed milk.

  Examples: Parmesan, Swiss cheese, Edam, Gouda, Cheddar, and American

- **Process cheeses**. These are produced from a blend of different cheeses to develop a different texture and flavor. Look for the words "Process Cheese" listed on the label of many varieties of cheese.
- **Process cheese foods**. Similar to process cheeses, these contain less fat and milk solids and more moisture. Cream, milk, skim milk, or whey can be added to the process cheese food.
- **Semisoft cheeses**. These have a distinctly strong flavor and appetizing odor.

  Examples: Roquefort, Muenster, and Blue cheese

- **Soft cheeses**. These are made from skim milk or whole milk. Two popular soft cheeses are cottage cheese and cream cheese.

OBJECTIVE 4

Select from a list guidelines for cooking cheese.

The protein in cheese is very sensitive to high heat and it is the protein that influences the cooking technique used. Assignment Sheet 1 will allow you an opportunity to evaluate recipes using cheese. The following guidelines should be followed when preparing recipes containing cooked cheese.

- Cook at a low temperature to avoid a tough rubbery consistency.
- Cook for a short period of time to avoid toughness.
- Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with the other foods.
- Use ripened cheese because unripened cheese may not blend well with the other ingredients.

OBJECTIVE 5

Match purchasable forms of milk to their correct descriptions.

Milk is available in many forms. The products differ in fat content and in consistency. The following information explains the different choices you have.

- **Acidophilus milk**—Milk to which a pure bacteria has been added to aid in digestion
- **Buttermilk**—Milk made from pasteurized skim milk which has been treated with bacteria
- **Chocolate milk**—Whole milk to which chocolate flavoring has been added

  NOTE: Skim milk to which chocolate flavoring has been added is known as chocolate drink
- **Coffee cream**—Light cream made from the fat of the milk
- **Evaporated milk**—Canned milk from which about 60 percent of the water has been evaporated
- **Fortified milk**—Milk to which Vitamin D has been added

  NOTE: Most homogenized and pasteurized milk has been fortified
- **Half-and-half**—Milk/cream blend with 10 to 12 percent milk fat

- **Homogenized milk**—Milk in which the cream has been mechanically distributed throughout the milk and will not rise to the top
- **Ice cream**—Frozen milk product that has a high fat and sugar content to make it creamy and rich in taste
- **Low-fat or skim milk**—Milk in which some or most of the fat has been removed, such as 2 percent, 1 1/2 percent, and 1/2 percent milk fats; the lower the fat percentage, the less fat and calories the milk contains
- **Nonfat dry milk**—Whole milk from which the water has been removed; is economical and will keep for a long time
- **Pasteurized milk**—Milk heated to destroy harmful bacteria

  NOTE: Most milk and milk products in stores today have been pasteurized
- **Sour cream**—Fat of milk which has been treated with bacteria
- **Sweetened condensed milk**—Canned milk from sweetened whole milk and from which about 60 percent of the water has been removed
- **Whipping cream**—Heavy cream containing a minimum of 36 percent milk fat
- **Whole milk**—Milk with not less than 3.5 percent milk fat and 8.25 percent other solids (proteins and carbohydrate); usually has been homogenized
- **Yogurt**—Milk product made by treating milk with a special bacteria; may be sold in fresh or frozen form and flavored with fruits

OBJECTIVE 6 **State the goal of milk cookery.**

Milk is generally used as a beverage and as an ingredient in recipes. When a recipe requires that the milk be cooked, the goal is to prevent film or scum formation, boiling over, scorching, and curdling. Assignment Sheet 1 will allow you an opportunity to evaluate recipes using dairy foods. Assignment Sheet 2 allows you an opportunity to plan and prepare for the dairy foods lab experience.

ASSIGNMENT SHEET 1	**DAIRY FOODS** **F X**

NAME ______________________________ SCORE ______

OBJECTIVE 7 **Evaluate dairy foods recipes.**

INTRODUCTION The objectives in this unit deal with the techniques used for preparing dairy foods and the nutrient contributions from these products. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Read the recipes and answer the questions that follow.

FRIED CHEESE BITES

6 oz Gruyere or Swiss cheese, cut into 1-in. cubes
2 eggs, well beaten
3/4 c all-purpose flour
1 1/2 c fine, dry bread crumbs
Vegetable oil

Fill deep fat fryer with oil to the indicated line or approximately one-half full; preheat to 375°F. While preheating, dip cheese cubes into egg; dredge in flour, and dip again in egg. Roll cubes in bread crumbs, pressing firmly so crumbs adhere. Place on waxed paper and place in freezer until oil reaches 375°F.

Deep fry cubes a few at a time until golden brown. Drain on paper towels; serve immediately. Yield: about 1 1/2 dozen appetizer servings.

1. What form of cheese would the Gruyere cheese be classified?

____

____

CHEESE STRAWS

1/3 c butter or margarine
1 1/2 c all-purpose flour
1 t baking powder
1 t salt
1/8 t sugar
1 t red pepper
1 c (4 oz) shredded sharp Cheddar cheese
1/4 c cold water

Preheat oven to 350°F. Melt butter and let cool. Combine next 5 ingredients mixing well; set aside. Pour the cooled, melted butter over the cheese in a small bowl. Toss gently. Add to dry ingredients and cut in until mixture resembles coarse meal. Sprinkle water evenly over flour mixture. Stir with a fork until all ingredients are moistened. Shape into a ball.

Roll dough to 1/8-in. thickness on a lightly floured surface and cut into 3 X 1/2-in. strips.

Place strips on ungreased cookie sheets. Bake at 350°F for 10 to 12 minutes or until crisp. Place on wire racks to cool. Yield: About 6 dozen.

2. How do you accurately measure the 1/8 teaspoon sugar?

____

____

3. What utensils can be used to cut the butter-cheese mixture into the dry ingredients?

____

____

____

____

4. Which ingredient other than the cheese can be considered a dairy food product?

____

MICROWAVE OVEN SPUNKY BEAN DUNK

1 6-oz roll garlic-flavored process cheese spread, chilled
1 11 1/2-oz can condensed bean with bacon soup
1 c dairy sour cream
2 T sliced green onion
Corn chips

Cut cheese spread into chunks. In 1 1/2-qt bowl, combine cheese and soup. Cook, uncovered, at MEDIUM for 5 minutes, stopping to stir twice to blend. Stir in sour cream and onion. Cook, uncovered, at MEDIUM for 3 minutes, stopping to stir once. Serve hot with corn chips. Makes 2 1/2 cups dip.

5. What would be the advantages of preparing this recipe in a microwave oven rather than on a conventional range?

   ____

6. What form of cheese is the cheese spread?

   ____

7. Why does the recipe require that the cheese spread be cut into chunks?

   ____

QUICK HOT COCOA

2 t cocoa
2 t sugar
1/4 c water
3/4 c milk
Miniature marshmallows (optional)

Combine first 3 ingredients in a small saucepan and bring to a boil. Boil 3 minutes, stirring constantly. Pour in milk, stirring constantly. Heat to boiling point. Top with marshmallows, if desired. Serve immediately. Yield: 1 cup.

8. How much of each ingredient will be used to convert the recipe to make 4 cups?

   ____

BUTTERSCOTCH PUDDING

3 T cornstarch
1/2 c brown sugar
1/2 t salt
2 c milk
1 t vanilla

Fill bottom of double boiler with water to the line indicated or about one-third full. Heat to boiling while preparing the recipe.

Mix cornstarch, brown sugar, and salt in top of double-boiler. Slowly stir in milk. Place over boiling water and stir constantly until thick and smooth. Cover and cook for 15 minutes longer, stirring occasionally. Chill and add vanilla, stirring in well, before serving. 4 servings.

9. What is the advantage of using a double boiler instead of a regular saucepan?

10. What is a more convenient way to make pudding?

CREAMY GRAVY

8 sausage patties
4 T drippings (fat and juices)
4 T flour
1 c water
1 c milk

Fry sausage in skillet. Place on plate and keep warm while preparing gravy. Pour drippings from skillet into bowl, leaving brown particles in pan. Return 4 T drippings to skillet. Measure accurately as too little fat makes gravy lumpy.

Blend in flour. Measure accurately so gravy will not be greasy. Cook over low heat, stirring until mixture is smooth and bubbly. Remove from heat. Stir in liquids. Heat to boiling, stirring constantly. Boil and stir 1 minute. Season with salt and pepper. Serve with sausage and biscuits (if desired).

11. Why does the recipe require that the mixture be stirred constantly?

ASSIGNMENT SHEET 2	DAIRY FOODS	**F X**

NAME ______________________________ SCORE ______

OBJECTIVE 8 **Make a time-work plan for preparing dairy foods.**

INTRODUCTION In the "Using a Recipe" unit of instruction, you learned the importance of making a time-work plan when getting ready to prepare foods. The activity on this assignment sheet emphasizes making a time-work plan for preparing dairy foods.

DIRECTIONS Use the following page to make a time-work plan for your laboratory experience for this unit. Use the recipe assigned by your instructor.

TIME-WORK PLAN

NAME(S) ______________________________

KITCHEN ______________________________

FOOD TO PREPARE ______________________

Food Supplies Needed (Type and Amount)	On Hand	Need to Purchase

(Check One)

Equipment Needed

Order of Work	Who is Responsible?	Approximate Time in Minutes	Check when Completed
1. ____________	____________	_____	_____
2. ____________	____________	_____	_____
3. ____________	____________	_____	_____
4. ____________	____________	_____	_____
5. ____________	____________	_____	_____
6. ____________	____________	_____	_____

Estimated total time ________

Be certain that someone is responsible for serving and for clean-up. Have your instructor evaluate your work.

ASSIGNMENT ANSWERS — DAIRY FOODS — F X

ASSIGNMENT SHEET 1

1. Hard cheeses
2. Measure 1/4 t sugar and push out one-half
3. Pastry blender, 2 knives, or fork
4. Butter
5. The microwave oven is faster and the product will not scorch
6. Process cheeses
7. So the cheese will melt quickly and blend with the other foods
8. 8 t cocoa, 8 t sugar, 1 c water, 3 c milk
9. The pudding would be less likely to boil over, scorch, or curdle
10. Buy a packaged mix
11. The stirring helps prevent film or scum formation, boiling over, scorching, and curdling

ASSIGNMENT SHEET 2

Use the following criteria for student evaluation.

The following information should be listed

- Student's name or the student group's name
- Kitchen name, letter, or number (if applicable)
- Name of the food to prepare
- Food supplies (type and amount) on hand AND need to purchase
- Equipment needed
- Order of work, who is responsible, approximate time in minutes, and estimated total time

WRITTEN TEST

DAIRY FOODS

F X

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with dairy foods to their correct definitions. Write the correct letters in the blanks.

___ 1. Bone disease in which the bones become brittle, porous, and break easily

___ 2. Special period in life when female mammals secrete milk to feed their young

___ 3. Cheese allowed to age to improve flavor and texture

___ 4. Cheese that has not gone through the aging process

___ 5. Liquid remaining after milk has formed curds

___ 6. Mineral element contained in milk and other products

___ 7. Sugar carbohydrate in milk

___ 8. To thicken into a clot and separate from the liquid portion

___ 9. Undesirable burning of a product that changes its color, texture, and taste

a. Cheese

b. Cream

c. Curdle

d. Lactation

e. Lactose

f. Osteoporosis

g. Ripened cheese

h. Scorching

i. Scum

k. Unripened

j. Sodium cheese

l. Whey

m. Yogurt

OBJECTIVE 2

Select from the following list dietary considerations concerning dairy foods. Write an "X" in the blank before each correct answer.

____1. Fat and cholesterol content

____2. Sugar content

____3. Lactose intolerance

____4. Mineral content

____5. Fiber content

____6. Special dietary needs

____7. Sodium content

____8. Protein content

____9. Water content

OBJECTIVE 3

Name three forms of cheese.

____

____

____

OBJECTIVE 4

Select from the following list guidelines for cooking cheese. Write an "X" in the blank before each correct answer.

____1. Cook at a high temperature to make the cheese smooth

____2. Cook for a long period of time to avoid toughness

____3. Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with the other foods

____4. Use ripened cheese because unripened cheese may not blend well with the other ingredients

OBJECTIVE 5

Match purchasable forms of milk to their correct descriptions. Write the correct letters in the spaces provided. (Question is continued on the following page.)

___ 1. Light cream made from the fat of the milk

___ 2. Milk/cream blend with 10 to 12 percent milk fat

___ 3. Canned milk from sweetened whole milk and from which about 60 percent of the water has been removed

___ 4. Canned milk from which about 60 percent of the water has been removed

___ 5. Frozen milk product that has a high fat and sugar content to make it creamy and rich in taste

___ 6. Heavy cream containing a minimum of 36 percent milk fat

___ 7. Milk heated to destroy harmful bacteria

___ 8. Milk in which some or most of the fat has been removed

___ 9. Milk made from pasteurized skim milk which has been treated with bacteria

__ 10. Milk in which the cream has been mechanically distributed throughout the milk and will not rise to the top

__ 11. Milk product made by treating milk with a special bacteria; may be sold in fresh or frozen form and flavored with fruits

__ 12. Milk to which a pure bacteria has been added to aid in digestion

__ 13. Milk to which Vitamin D has been added

a. Acidophilus milk

b. Buttermilk

c. Chocolate milk

d. Coffee cream

e. Cream

f. Curdled milk

g. Evaporated milk

h. Fortified milk

j. Homogenized milk

k. Ice cream

l. Lactate milk

m. Lactose milk

n. Low-fat or skim milk

o. Nonfat dry milk

p. Osteoporosis

q. Pasteurized milk

r. Scorched milk

s. Scummed milk

t. Sodium

u. Sour cream

v. Sweetened condensed milk

___14. Milk with not less that 3.5 percent milk fat and 8.25 percent other solids (protein and carbohydrate); usually has been homogenized

___15. Fat of milk which has been treated with bacteria

___16. Whole milk from which the water has been removed; it is economical and will keep for a long time

___17. Whole milk to which chocolate flavoring has been added

w. Whey

x. Whipping cream

y. Whole milk

z. Yogurt

OBJECTIVE 6 **State the goal of milk cookery.**

____

____

____

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7 **Evaluate dairy foods recipes.** SCORE_____

OBJECTIVE 8 **Make a time-work plan for preparing dairy foods.** SCORE_____

OBJECTIVE 1

1. f
2. d
3. g
4. k
5. l
6. j
7. e
8. c
9. h

OBJECTIVE 2

1, 3, 4, 6, 7, 8

OBJECTIVE 3

Any three of the following are acceptable

- Hard cheeses
- Process cheeses
- Process cheese foods
- Semisoft cheeses
- Soft cheeses

OBJECTIVE 4

3

OBJECTIVE 5

1. d
2. i
3. v
4. g
5. k
6. x
7. q
8. n
9. b
10. j
11. z
12. a
13. h
14. y
15. u
16. o
17. c

OBJECTIVE 6	The goal of milk cookery is to prevent film or scum formation, boiling over, scorching, and curdling.
OBJECTIVE 7	Refer to answers to Assignment Sheet 1.
OBJECTIVE 8	Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

EGGS

F XI

INTRODUCTION

Contrary to popular belief, there is no law that says one must have eggs for breakfast. However, the egg remains America's favorite breakfast food. It is therefore important to study usual breakfast preparation of eggs as well as how eggs are incorporated into other kitchen recipes and meals.

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare eggs in several different ways and prepare foods containing eggs as a main ingredient. The student will demonstrate these competencies by completing assignment sheets, job sheet, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with eggs to their correct definitions.
2. Identify the parts of an egg.
3. Match parts of an egg to their correct functions/descriptions.
4. Select from a list the nutrients found in eggs.
5. List dietary considerations concerning eggs.
6. List the principles of egg cookery.
7. Name functions of eggs in recipes.
8. Select from a list factors to consider when purchasing eggs.
9. Select from a list guidelines for proper storage of eggs.
10. Evaluate egg recipes. (Assignment Sheet 1)
11. Make a time-work plan for preparing egg recipes. (Assignment Sheet 2)
12. Demonstrate the ability to separate eggs for cookery. (Job Sheet 1)

PREPARATION

- Order materials listed in suggested resources.
- Arrange a field trip to a grocery store to view egg displays.
- Check food supplies to prepare for lab experience.

DELIVERY

Objectives 1 through 3

- Make a bulletin board "Don't Be A Dumb Chick - Know Your Eggs." Place a picture of a large chicken wearing a dunce hat in the center. As you teach each objective of the unit, place a cut out egg with the appropriate information written on it and place eggs around the chicken.
- View an egg broken on the overhead. Find and identify the parts.
- Place an unbroken egg in a closed jar with an onion that has been halved. After two days, break the egg and have the students smell the onion odor in the egg.
- Break an egg on a plate. Discuss the possible grade of the egg determined by how small an area the egg covers. Grade AA area covered is small, Grade A area covered is moderate, Grade B area covered is wide. How many parts of the egg in the dish can the students identify?
- Use the teaching material available from the Oklahoma Egg Council.

Objectives 4 and 5

- Have the students identify the functions of egg nutrients in the body.
- Have the students develop balanced menus including eggs.
- Have the students prepare and perform a debate on cholesterol.

Objectives 6 and 7

- Have the students compare the cost of eggs to other protein sources.

- Have the students use the "OSP and the Principles of Egg Cookery" computer software program.
- Have the students develop a bulletin board of magazine pictures showing various ways eggs are used in recipes.

Objectives 8 and 9

- Demonstrate and explain the candling process. If possible, obtain a freshly laid farm fresh egg and a fertilized egg for students to candle. Compare these to "aged" eggs using the following procedure: 1) Darken the room, 2) Use a cardboard tube and place a flashlight at one end of the tube and an egg at the other end, 3) Examine the egg against the tube of light, 4) Were the students able to see the air space? The yolk? What grade would each assign to the egg? Why?
- Arrange a field trip to a grocery store or prepare a display of eggs of different grades and sizes. Have the students record the grades, weights, sizes, and prices available. What kind of labels were used and which eggs seem to be the best buy for breakfast and for use as an ingredient in general cooking.

APPLICATION

Objectives 10 through 12

- Use Assignment Sheet 1 to give the students practice in evaluating egg recipes.
- Use Assignment Sheet 2 to give students practice in making a time-work plan for preparing egg recipes.
- Demonstrate five basic ways to cook eggs: poached, baked, fried, scrambled, and cooked in the shell.
- Spin a hardcooked egg and an uncooked egg on their sides. Show how the hard cooked egg will spin smoothly and a raw egg will wobble.
- Follow general lab procedures for students' experience.
- Use Job Sheet 1 to allow students the opportunity to learn how to separate eggs for cookery.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- "OSP and the Principles of Egg Cookery" software program for the Apple II is available for purchase from Orange Juice Software Systems, 338 South Arch Avenue, New Richmond, Wisconsin 54017.

Publications

- "Oklahoma Egg Council" teaching materials are available from the Animal Science Department, 201J Animal Science, Oklahoma State University, Stillwater, Oklahoma 74078.

UNIT REFERENCES

- *Betty Crocker's Cookbook.* Racine, Wisconsin: Western Publishing Co., Inc., 1972.
- Kelly, Joan and Eubanks, Eddye. *Today's Teen.* Mission Hills, California: Glencoe Publishing Co., 1988.
- Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Co., 1984.
- *Micro Menus Cookbook.* Benton Harbor, Michigan: Meredith Corporation, 1977.

- Sawatzky, Joyce, *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

EGGS

F XI

OBJECTIVE 1

1. e
2. f
3. a
4. c

OBJECTIVE 2

1. Chalaza
2. Yolk
3. Egg shell
4. Germ
5. Air cell
6. Chalaza
7. Membranes
8. Albumen layers

OBJECTIVE 3

1. b
2. i
3. f
4. d
5. a
6. e
7. j

OBJECTIVE 4

2, 3, 4, 7, 8, 9, 10

OBJECTIVE 5

- Added fats and salt
- High cholesterol content

OBJECTIVE 6

- Cook only until desired firmness is achieved
- Use low temperatures

OBJECTIVE 7	Answer should include three of the following • Add nutrients • Bind ingredients together • *Garnish foods* • Improve color, flavor, and texture of food products • Leaven baked goods • Thicken food products
OBJECTIVE 8	3, 4, 5, 7, 8, 10
OBJECTIVE 9	4
OBJECTIVE 10	Refer to answers to Assignment Sheet 1.
OBJECTIVE 11	Refer to answers to Assignment Sheet 2.
OBJECTIVE 12	Refer to practical test for Job Sheet 1.

PRETEST | **EGGS**

F XI

NAME ________________________ SCORE ______

OBJECTIVE 1

Match terms associated with eggs to their correct definitions. Write the correct letters in the blanks.

___ 1. Liquid heated to become a soft, semi-solid mass

___ 2. Undesirable color change that can happen to eggs when overcooked or cooked at too high temperature

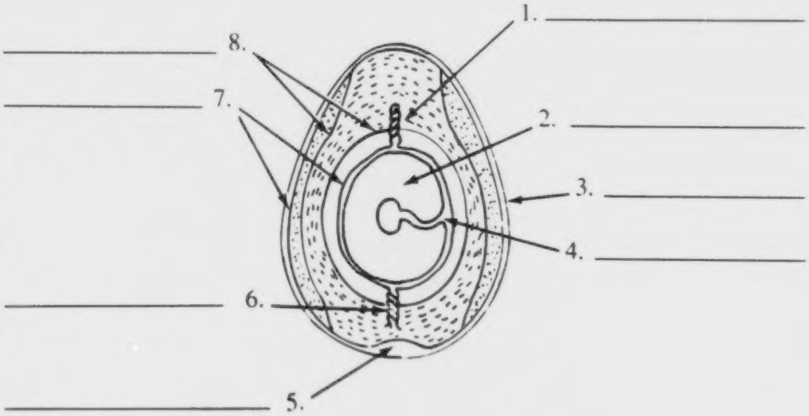
___ 3. Grading of an egg by passing it in front of a very strong light to see the outline of the yolk, the white, and the air cell; the higher the quality, the sharper the yolk outline and the smaller the air cell

___ 4. Product that differs from eggs in that it is lower in fat, cholesterol, and calories; available in liquid, frozen, or dried and complete-egg or partial-egg forms

a. Candling
b. Custard
c. Egg substitutes
d. Albumen
e. Coagulate
f. Discoloration

OBJECTIVE 2

Label the parts of an egg. Write the correct names in the blanks.



OBJECTIVE 3

Match parts of an egg to their correct functions/descriptions.
Write the correct letters in the blanks.

____1. Cord which holds the yolk near the center of the egg

____2. Outer covering of an egg which is porous and permits moisture and gasses to pass through; on the outside there is a thin film which helps seal the pores and protects the egg from contamination

____3. Bubble at the blunt end of an egg that increases in size with age

____4. Light spot on an egg yolk that on a fertilized and incubated egg can develop into a baby chick

____5. White portion of an egg which consists of an inner and outer liquid; fresh egg will contain more inner (thicker) white than older eggs

____6. Yellow portion of an egg which is a rich source of nutrients

____7. Thin pliable tissues between the shell and the egg white which protect the quality of the egg: another separates the yolk from the white

a. Albumen

b. Chalaza

c. Custard

d. Germ

e. Yolk

f. Air cell

g. Candling

h. Coagulate

i. Egg shell

j. Membranes

OBJECTIVE 4

Select from the following list the nutrients found in eggs.
Write an "X" in the blank before each correct answer.

____1. Carbohydrate

____2. Iron

____3. Protein

____4. Vitamin A

____5. Water

____6. Calcium

____7. Fat

___ 8. Phosphorus

___ 9. Riboflavin

__ 10. Vitamin D

OBJECTIVE 5 **List the two dietary considerations concerning eggs.**

____

____

OBJECTIVE 6 **List two principles of egg cookery.**

____

____

OBJECTIVE 7 **Name three functions of eggs in recipes.**

____

____

____

OBJECTIVE 8 **Select from the following list factors to consider when purchasing eggs.** Write an "X" in the blank before each correct answer.

___ 1. Color of the yolk

___ 2. Egg substitutes

___ 3. Intended use

___ 4. Size

___ 5. Storage temperature

___ 6. Color of the shell

___ 7. Cost

___ 8. Grade

___ 9. Nutrient contribution

__ 10. Storage care

OBJECTIVE 9 **Select from the following list guidelines for proper storage of eggs.** Write an "X" in the blank before each correct answer.

____1. Keep in the egg tray of the refrigerator

____2. Store with pointed end up

____3. Wash eggs

____4. Store leftover whites and yolks in tightly covered containers

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 10 **Evaluate egg recipes.** SCORE_____

OBJECTIVE 11 **Make a time-work plan for preparing egg recipes.** SCORE_____

OBJECTIVE 12 **Demonstrate the ability to separate eggs for cookery.** RATING ___

INFORMATION SHEET

EGGS

F XI

OBJECTIVE 1

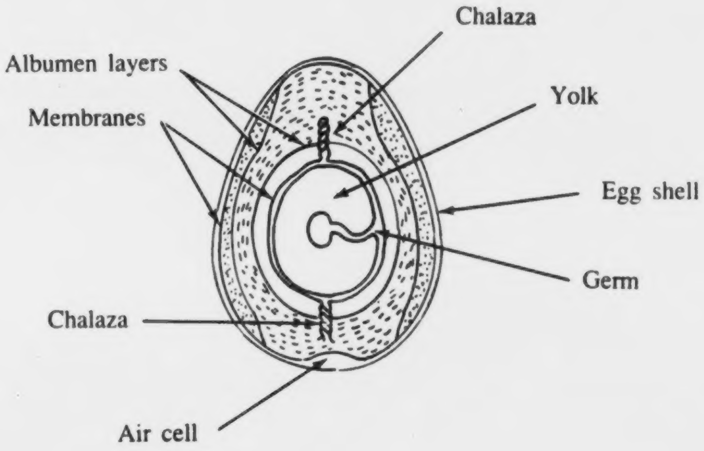
Match terms associated with eggs to their correct definitions.

- **Candling**—Grading of an egg by passing it in front of a very strong light to see the outline of the yolk, the white, and the air cell; the higher the quality, the sharper the yolk outline and the smaller the air cell
- **Coagulate**—Liquid heated to become a soft, semi-solid mass
- **Discoloration**—Undesirable color change that can happen to eggs when overcooked or cooked with too high temperatures
- **Egg substitutes**—Product that differs from eggs in that it is lower in fat, cholesterol, and calories; available in liquid, frozen, or dried and complete-egg or partial-egg forms

OBJECTIVE 2

Label the parts of an egg.

You know that an egg is contained in a shell and consists of a white (albumen) and a yellow center (yolk). In addition the egg has several other parts:



OBJECTIVE 3

Match the parts of an egg to their correct functions/descriptions.

- **Air cell**—Bubble at the blunt end of an egg that increases in size with age
- **Albumen layers**—White portion of an egg which consists of an inner and outer liquid; fresh eggs will contain more inner (thicker) white than older eggs
- **Chalaza**—Cord which holds the yolk near the center of the egg
- **Egg shell**—Outer covering of an egg which is porous and permits moisture and gasses to pass through; on the outside of the shell there is a thin film which helps seal the pores and protects the egg from contamination
- **Germ**—Light spot on an egg yolk that on a fertilized and incubated egg can develop into a baby chick
- **Membranes**—Thin pliable tissues between the shell and the egg white which protect the quality of the egg; another separates the yolk from the white
- **Yolk**—Yellow portion of an egg which is a rich source of nutrients

OBJECTIVE 4

Select from a list the nutrients found in eggs.

The nutrients in eggs are so well balanced that they can be rated with milk as a nearly perfect food source. Eggs make important contributions to the nutritional needs of your body. A whole egg contains the following nutrients:

- **Fat** is found only in the egg yolk. The fat in egg yolk helps provide some of the body's energy needs.
- **Iron** is found only in the yolk.
- **Phosphorus** is also found only in the yolk of the egg.
- **Protein** of a high quality such as found in eggs can be used as a substitute for meat.
- **Riboflavin** is the only nutrient in the egg white and is also contained in the egg yolk.
- **Vitamin A** is found in the egg yolk.

- **Vitamin D** is rarely naturally contained in common foods, but egg yolks are a very important source.

OBJECTIVE 5

List dietary considerations concerning eggs.

The nutrient contribution of eggs makes them a valued food even though some individuals must carefully control egg consumption for the following reasons:

- **Added fats and salt**. Fats and salts are often added to eggs during cooking. Overconsumption of fats and salt can lead to heart disease and high blood pressure.
- **High cholesterol content**. Egg yolks are very high in cholesterol which is a factor in heart disease. Especially for those concerned with cholesterol intake, food technologists have developed egg substitutes.

OBJECTIVE 6

List the principles of egg cookery.

The principles of egg cookery are influenced by the eggs' high protein content. Whether eggs are cooked alone or combined with other foods, you need to remember these principles.

- **Cook only until desired firmness is achieved as** overcooking causes toughness, curdling, and discoloration.
- **Use low temperatures**, also to prevent toughness, curdling, and discoloration.

OBJECTIVE 7

Name functions of eggs in recipes.

Because of their color, flavor, stickiness, and ability to coagulate, eggs are used in various ways in food preparation.

- **Add nutrients**. Whether eggs are used alone or as a part of another food, they add to the nutrient values of the meal.
- **Bind ingredients together**. Eggs hold together the ingredients of such foods as meat loaves, and dressings, and hold crumbs together for a coating on breaded food.
- **Garnish foods**. Hard-cooked eggs are often used to decorate other foods such as green peas, spinach, and chef salads.

- **Improve color, flavor, and texture of food products**. The color, flavor, and texture of most foods are improved when eggs are added.
- **Leaven baked goods**. The leavening action of eggs is due to the air which can be beaten into the egg whites.
- **Thicken food products**. The protein in both the egg white and yolk serve as thickening agents because protein has the ability to coagulate when heated.

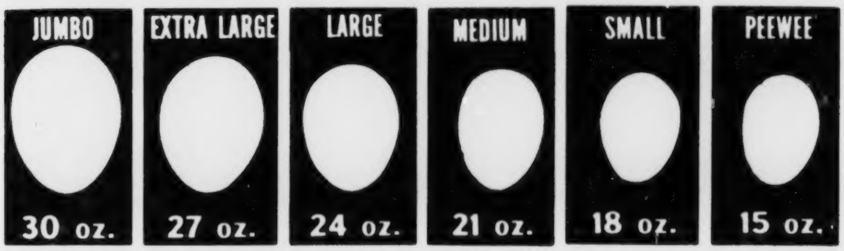
OBJECTIVE 8

Select from a list factors to consider when purchasing eggs.

Purchasing eggs can be confusing because there are usually so many from which to choose. The following factors serve as guidelines to help you when selecting eggs.

- **Cost**. Generally, higher grade and larger size eggs are more expensive but prices may vary depending on the supply available. When there is less than seven cents difference between one size and the next smaller size of the same grade, the larger size will be more economical in terms of weight and actual quantity of egg.
- **Grade**. Grade is based on the interior and exterior quality of the eggs. The egg grades are AA, A, and B. You will rarely find B grades in the grocery store. The exterior of the egg is easy to see but the interior is graded by the candling process. Ease with which eggs will separate and the firmness of the egg yolk and white will depend on the grade of the egg. Higher grades tend to be easier to separate.
- **Intended use**. It is possible to have more attractive poached or fried eggs from Grade AA than Grade B eggs because the higher the grade the more firm and upstanding the egg yolk and white. Grade A and Grade B eggs are fine when combining with other foods such as casseroles, cookies, or muffins. In addition to the grade, the size of the egg should also be considered when planning intended use as most recipes are developed for using large or medium size eggs. You will probably want extra large or jumbo eggs when serving whole as a main dish.

- **Size**. Size of the egg depends on the average weight per dozen. The six egg sizes are jumbo, extra large, large, medium, small, and peewee. The following chart shows the average weight per dozen of each egg size.



- **Storage care**. Open the carton of eggs before purchasing. Avoid purchasing cracked eggs even if the contents are not leaking. Cracked eggs have not been stored carefully and may be contaminated and cause illness.

- **Storage temperature**. Choose eggs stored in refrigerated cases because eggs stored at room temperatures lose their freshness.

OBJECTIVE 9

Select from a list guidelines for proper storage of eggs.

Eggs deteriorate quickly but this process can be slowed down by proper storage immediately after purchasing. Use the following guidelines when storing eggs.

- **Avoid washing eggs**. The protective coating on the shell helps maintain egg quality during storage.

- **Keep in the refrigerator in a closed container**. The closed container keeps the eggs from absorbing odors through the porous shell.

- **Store leftover whites and yolks in tightly covered containers**. If the quantity of leftover yolks is small, cover with a thin layer of milk or water.

- **Store with pointed end down**. This helps avoid movement of yolk and air cell.

ASSIGNMENT SHEET 1 **EGGS** **F XI**

NAME ______________________________ SCORE _______

OBJECTIVE 10 **Evaluate egg recipes.**

INTRODUCTION Objectives 6 and 7 in this unit deal with principles of egg cookery and the functions of eggs in recipes. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Read each recipe and answer the questions that follow.

CHEESE OMELET

3 eggs
1 oz grated Cheddar cheese
Salt to taste
Pepper to taste
1 T butter or margarine

Break eggs into a mixing bowl. Whip with wire whip. In 8-inch skillet or omelet pan, heat the butter or margarine over medium-high heat. As butter melts, tilt skillet in all directions to coat sides thoroughly. When butter just begins to brown, skillet is hot enough to use.

Quickly pour eggs all at once into skillet. Start sliding skillet back and forth rapidly over heat. Add salt, pepper, and cheese when eggs start to set. Continue sliding skillet and at the same time stir quickly with a fork to spread eggs continuously over bottom of skillet as they thicken. Let stand over heat a few seconds to lightly brown bottom of omelet. Do not overcook.

Tilt skillet. Run fork under edge of omelet, then jerk skillet sharply to loosen eggs from bottom of skillet. With fork, fold portion of omelet nearest you just to center.

Grasp skillet handle with hand; turn omelet onto warm plate, flipping folded portion over so far side is on bottom. If necessary, tuck sides of omelet under. If desired brush omelet with a little butter to make it shine. Serve immediately. 1 or 2 servings.

1. Why is the omelet cooked just until the eggs thicken? _____

   ____

2. What is the nutrient in the eggs that causes them to thicken when heated? ______________________________

HARD COOKED EGGS

6 eggs
Water

Cold Water Method: Allow eggs to reach room temperature. Place eggs in saucepan with enough water to come at least 1 inch above eggs. Bring water to a rapid boil. Remove from heat. Cover. Allow eggs to stand in hot water for 15 minutes. Cool immediately and thoroughly in cold water. This makes shells easier to remove and helps prevent dark surface on yolks.

Boiling Water Method: Place cold eggs in dish of lukewarm water to prevent cracked shells. Bring water in saucepan to a rapid boil. Use enough water to come 1 inch above eggs. Transfer eggs from warm water to boiling water with a spoon. Reduce heat. Simmer egg for 20 minutes. Cool eggs promptly and thoroughly in cold water.

Eggs may be served hard-cooked or used to make deviled eggs or in other recipes.

3. How are hard-cooked eggs often used in recipes? __________

____

____

MICROWAVE OVEN BAKED CUSTARD

2 c milk
3 beaten eggs
1/4 c sugar
1/2 t vanilla
Ground nutmeg

Measure milk in 4-cup glass measure. Cook, uncovered, at HIGH for 3 to 4 minutes, until milk is very hot. Combine the beaten eggs, sugar and vanilla in mixing bowl. Gradually add the hot milk to the egg mixture, stirring constantly. Pour into six 6-oz custard cups. Sprinkle with nutmeg. Place cups in 12 x 7 1/2 x 2-inch baking dish. Pour hot water into baking dish to depth of 1 inch. Bake, uncovered, at HIGH for 10 minutes, until almost set, giving dish a half turn once. (A knife inserted halfway between center and outside edge will come out clean.) Cool on rack. Makes 6 servings.

4. Why is the custard baked until almost set? __________

____

____

FORGOTTEN COOKIES

2/3 c sugar
2 egg whites, beaten stiff
1/2 t salt
1 t vanilla
6 oz chocolate chips
1/2 c chopped pecans, if desired

Preheat oven to 350°F. Cover cookie sheets with brown paper or aluminum foil. Beat egg whites, salt, and vanilla until soft peaks form. Add sugar gradually until peaks are stiff and glossy and sugar is dissolved. Fold in chocolate chips and nuts. Drop by spoonfuls onto prepared cookie sheet. Place cookies in preheated oven. TURN HEAT OFF IMMEDIATELY. Bake overnight. Do not open oven door! Cookies will "peel" from paper. YIELD 3 dozen cookies.

5. What is used for leavening in the Forgotten Cookies? _____

____

____

ANGEL FOOD CAKE

1 Angel Food Cake mix	2 T flour
1/2 c powdered sugar, sifted	1 1/3 c cold water
2 egg whites	

Move oven rack to lowest setting. Remove other racks. Heat oven to 350°F. Be sure bowl and utensils are completely free from grease. Do not use plastic bowl.

Place all ingredients in a large bowl. Beat on low speed for 30 seconds, scraping the bowl constantly. Beat on medium speed for 1 minute, scraping the bowl occasionally. Batter will be soft and will not form stiff peaks. Pour into ungreased tube pan, 10x4 inches; gently cut through batter with knife to remove air bubbles.

Bake until top crust is deep golden brown and cracks feel dry, 40 to 50 minutes. Do not underbake. Immediately hang upside down on heat proof funnel or bottle until completely cool, about 2 hours.

To remove from pan, slide a stiff knife or spatula firmly against the side of the pan and move it in up and down strokes, being careful not to damage cake.

6. What is used for leavening in the Angel Food cake? _______

____

____

FRIED EGGS

In heavy skillet, heat butter or bacon drippings to 1/8 inch depth just until hot enough to sizzle a drop of water. Break each egg into measuring cup or saucer; carefully slip eggs one at a time into skillet. Immediately reduce heat to low.

Cook slowly, spooning butter over eggs until whites are set and a film forms over yolks (sunny-side up) or turn eggs over gently when whites are set and cook until of desired doneness. Season with salt and pepper.

7. Why does the recipe suggest that the fried eggs be cooked only until desired doneness? ________________

____

NAME ______________________________ SCORE _______

OBJECTIVE 11 **Make a time-work plan for preparing egg recipes.**

INTRODUCTION In the "Using a Recipe" unit of instruction, you learned the importance of making a time-work plan when getting ready to prepare foods. The activity on this assignment sheet emphasizes making a time-work plan for preparing eggs or using eggs in recipes.

DIRECTIONS Use the following page to make a time work plan for your laboratory experience for this unit. Use the recipe assigned by your instructor.

TIME-WORK PLAN

NAME(S) ____________________

KITCHEN ____________________

FOOD TO PREPARE ____________________

Food Supplies Needed (Type and Amount)	On Hand	Need to Purchase (Check One)

Equipment Needed

	Order of Work	Who is Responsible?	Approximate Time in Minutes	Check when Completed
1.				
2.				
3.				
4.				
5.				
6.				

Estimated total time __________

Be certain that someone is responsible for serving and for clean-up. Have your instructor evaluate your work.

ASSIGNMENT ANSWERS — EGGS — F XI

ASSIGNMENT SHEET 1

1. Overcooking causes toughness, curdling, and discoloration.
2. The protein in the eggs serves as thickening agents.
3. Hard-cooked eggs are used to garnish or decorate other foods. They may also be used to make deviled eggs.
4. Overcooking the custard would cause toughness, curdling, and discoloration.
5. The air beaten into the egg whites is used for leavening.
6. The air beaten into the egg whites is used for leavening.
7. Overcooking would cause toughness, curdling, and discoloration.

ASSIGNMENT SHEET 2

Use the following criteria for evaluation. The following information should be listed.

- Name or names of students to prepare recipe
- Kitchen name, number, or letter, if applicable
- Name of food to prepare
- Food supplies needed - on hand AND need to purchase
- Equipment needed
- Order of work, who is responsible, approximate time in minutes, and estimated total time

JOB SHEET 1

EGGS

F XI

OBJECTIVE 12

Demonstrate the ability to separate eggs for cookery.

INTRODUCTION

Recipes sometimes call for the whites of the eggs to be separated from the yolks; then the whites are usually beaten. Learning to separate the white from the yolk is a very important skill to develop as there cannot be even a small amount of yolk in the white or the whites will not foam or beat to stiff peaks.

EQUIPMENT AND SUPPLIES

- Egg
- Small bowl

PROCEDURE

1. Wash egg.
2. Crack the shell on the edge of the bowl.
3. Pull the shell apart and let the white drop into the bowl.
4. Pour the yolk from one shell half to the other until all the white and none of the yolk is in the bowl.
5. Put the yolk in another bowl. If a piece of shell falls into the egg white, you can use a shell half to pick it up.
6. Have your instructor evaluate your work.
7. Clean up your work area and put away equipment and supplies.

PRACTICAL TEST

EGGS

F XI

JOB SHEET 1

Demonstrate the ability to separate eggs for cookery.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Washed egg.	_____	_____
2. Cracked the shell on the edge of the bowl.	_____	_____
3. Pulled the shell apart and let the white drop into the bowl.	_____	_____
4. Poured the yolk from one shell half to the other until all the white and none of the yolk was in the bowl.	_____	_____
5. Put the yolk in another bowl.	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Separated Egg	White and yolk completely separate	Some white in egg yolk	Some yolk in egg white	Could not separate egg

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

NAME ____________________ SCORE ______

OBJECTIVE 1

Match terms associated with eggs to their correct definitions. Written the correct letters in the blanks.

___ 1. Grading of an egg by passing it in front of a very strong light to see the outline of the yolk, the white and the air cell; the higher the quality, the sharper the yolk outline and the smaller the air cell.

___ 2. Liquid heated to become a soft, semi-solid mass

___ 3. Product that differs from eggs in that it is lower in fat, cholesterol, and calories; available in liquid, frozen, or dried and complete-egg or partial-egg forms

___ 4. Undesirable color change that can happen to eggs when overcooked or cooked at too high temperature

a. Albumen

b. Candling

c. Coagulate

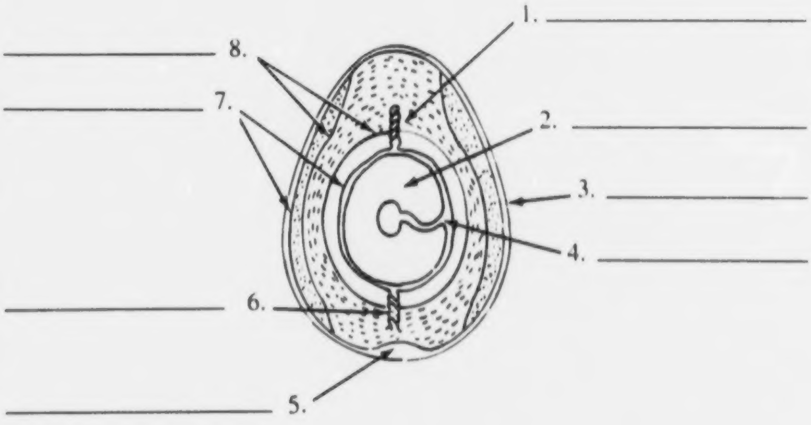
d. Custard

e. Discoloration

f. Egg substitute

OBJECTIVE 2

Label the parts of an egg. Write the correct names in the blanks.



OBJECTIVE 3

Match parts of an egg to their correct functions/descriptions. Write the correct letters in the blanks.

____1. Bubble at the blunt end of an egg that increases in size with age

____2. Cord which holds the yolk near the center of the egg

____3. Light spot on an egg yolk that on a fertilized and incubated egg can develop into a baby chick

____4. Outer covering of an egg which is porous and permits moisture and gasses to pass through; on the outside there is a thin film which helps seal the pores and protects the egg from contamination

____5. Thin pliable tissues between the shell and the egg white which protect the quality of the egg; another separates the yolk from the white

____6. White portion of an egg which consists of an inner and outer liquid; fresh eggs will contain more inner (thicker) white than older eggs

____7. Yellow portion of an egg which is a rich source of nutrients

a. Air cell

b. Albumen layers

c. Candling

d. Chalaza

e. Coagulate

f. Custard

g. Egg shell

h. Germ

i. Membranes

j. Yolk

OBJECTIVE 4

Select from the following the nutrients found in eggs. Write an "X" in the blank before each correct answer.

____1. Calcium

____2. Carbohydrate

____3. Fat

____4. Iron

____5. Phosphorus

____6. Protein

____7. Riboflavin

___ 8. Vitamin A

___ 9. Vitamin D

__ 10. Water

OBJECTIVE 5 **List the two dietary considerations concerning eggs.**

OBJECTIVE 6 **List the two principles of egg cookery.**

OBJECTIVE 7 **Name three functions of eggs in recipes.**

OBJECTIVE 8 **Select from the following list factors to consider when purchasing eggs.** Write an "X" in the blank before each correct answer.

___ 1. Color of the shell

___ 2. Color of the yolk

___ 3. Cost

___ 4. Egg substitute

___ 5. Grade

___ 6. Intended use

___ 7. Nutrient contribution

___ 8. Size

___ 9. Storage care

__ 10. Storage temperature

OBJECTIVE 9 **Select from the following list guidelines for proper storage of eggs.** Write an "X" in the blank before each correct answer.

____1. Wash eggs

____2. Keep in the egg tray of the refrigerator

____3. Store leftover whites and yolks in tightly covered containers

____4. Store with pointed end up

NOTICE The following assignment sheets and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Evaluate egg recipes.** SCORE_____

OBJECTIVE 11 **Make a time-work plan for preparing egg recipes.** SCORE_____

OBJECTIVE 12 **Demonstrate the ability to separate eggs for cookery.** RATING ___

WRITTEN TEST ANSWERS

EGGS

OBJECTIVE 1

1. b
2. c
3. f
4. e

OBJECTIVE 2

1. Chalaza
2. Yolk
3. Egg shell
4. Germ
5. Air cell
6. Chalaza
7. Membranes
8. Albumen layers

OBJECTIVE 3

1. a
2. d
3. h
4. g
5. i
6. b
7. j

OBJECTIVE 4

3, 4, 5, 6, 7, 8, 9

OBJECTIVE 5

- Added fats and salts
- High cholesterol content

OBJECTIVE 6

- Cook only until desired firmness is achieved
- Use low temperatures

OBJECTIVE 7 Answers should include any three of the following

- Add nutrients
- Bind ingredients together
- Garnish foods
- Improve color, flavor, and texture of food products
- Leaven baked goods
- Thicken food products

OBJECTIVE 8 3, 5, 6, 8, 9, 10

OBJECTIVE 9 3

OBJECTIVE 10 Refer to answers to Assignment Sheet 1.

OBJECTIVE 11 Refer to answers to Assignment Sheet 2.

OBJECTIVE 12 Refer to practical test for Job Sheet 1.

OBJECTIVE SHEET

PERSONAL LIVING SPACE

G I

INTRODUCTION

No matter where you live, your personal living space is an expression of yourself and your lifestyle. Knowing how to select, arrange, and care for furniture, accessories, and storage areas will help you better express the "real" you.

UNIT OBJECTIVE

After completing this unit, the student should be able to evaluate personal living spaces and make a personal living space cleaning time table. The student will demonstrate these competencies by completing the assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with personal living space to their correct definitions.
2. Name human needs met in personal living spaces.
3. List factors that contribute to room personality.
4. Name basic storage guidelines.
5. Select from a list advantages of an orderly personal living space.
6. Select from a list guidelines for developing a cleaning time table.
7. List characteristics of an adequate study area.
8. List factors to consider when evaluating a personal living space.
9. Make a personal living space cleaning timetable. (Assignment Sheet 1)

SUGGESTED ACTIVITIES | PERSONAL LIVING SPACE | G I

PREPARATION

- Order materials listed in suggested resources.
- Invite an interior designer or decorator to speak to the class.
- Invite a furniture salesperson or an industrial arts teacher to serve as a guest speaker.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.
- Arrange a field trip to a furniture store or interior decorating studio.

DELIVERY

Objectives 1 and 2

- Categorize needs met in personal living space by drawing this chart on the chalkboard.

What I . . .

"Gotta Have"	"Oughta Have"	"Wanta Have"	"Forget It"

Have the students list three to five items in each category. This will help students determine the difference between needs and wants.

- Have the students discuss personal hobbies, forms of recreation, and storage devices they use in their rooms.

Objectives 3 through 5

- Have students clip magazine pictures and words that are reflected in their "rooms" at home. Paste these pictures in collage fashion and use as a promotion for discussion and motivation.
- Show examples of both purchased and improvised storage devices.

- Ask students to compose a short paragraph on "The Home Economics Room Personality."
- Have students build a small model of their ideal room inside a box.
- Obtain storage publications from the county OSU Extension office.
- Have students use the decision-making process to plan how to personalize their personal living space.
- Have students brainstorm and list examples of hidden and displayed storage. Have students develop a list of improvised storage items such as pocket "catch-alls," decorated boxes, and elastic stapled in drawers for bottle storage. Have students use their creative skills to decorate storage items.

Objective 6

- Have the students assist in the creation of a cleaning timetable for the home economics room. Make a chart and post in room.
- Show examples or pictures of old fashioned cleaning devices such as rug beaters, wash boards, etc. Stress that cleaning is easier now than it was years ago.
- Pour sand, dirt, and lint on a carpet sample and rub into the pile. Discuss how "looking clean" and "being clean" are two different things.
- Have the students research cleaning products, minimum cleaning standards, and preventative measures that should be followed. Have students offer housekeeping tips. *Homemaking Skills for Everyday Living* is a suggested textbook and resource for this type of activity.
- Have students compare cleanser effectiveness on various types of soil.
- Have the students participate in a home experience on cleaning their room. Include a scaled-down map, areas cleaned, cleaning products and equipment used, approximate time spent, ways to improve, and family member comments.
- Demonstrate to students how to dust, vacuum, sweep, etc.
- Show the video "The Art of Making a Bed."

- Have the students calculate the worth of a housekeeper by listing household chores, time spent doing the chores multiplied by the minimum wage to equal the worth.
- Use "A Clean Sweep" kit as a teaching resource.
- Use the "How to Clean Handbook" as a teaching resource.

Objectives 7 and 8

- Focus class discussion on the study area; provide examples of study area arrangement. Could an adequate study area help improve study habits?
- Have students develop a plan to give the home economics room a face lift.
- Have students use the computer software program "Floor Plan."
- Show the video "Decorating With Sheets."
- Have students use scale drawings to draw and evaluate their room furniture arrangement to see if sufficient space has been allowed for traffic patterns and room activities.
- Arrange a field trip to a furniture store or interior decorating studio to allow students to "select" accessories for different personalities. Case studies may be developed to distribute to students at the store.
- Invite an interior designer or decorator to speak to the class on how to personalize rooms for individuals. The speaker might bring different accessories to demonstrate how to achieve different "looks." Have the students discuss the various accessories used and which ones they liked best and tell why.
- As a home experience, have the students walk into their bedroom and write down chores they see need to be done to improve the room's appearance. Bring the list to class and develop an improvement plan.
- Have students collect pictures of various rooms. Discuss reasons why they feel the space was well planned or ways to improve.
- Discuss the advantages and disadvantages of different types of furniture for different people.

- Invite a furniture salesperson or an industrial arts teacher to speak to the class on how to shop for quality furniture. Then have students examine and evaluate the furniture in the home economics room.
- Use the "Express Yourself: A Consumer's Guide to Furniture" booklet as a teaching resource.
- Use the "Furniture Inventory Guide" booklet as a teaching resource.
- Use "The Room Planning Guide" booklet as a teaching resource.
- Give students a complicated handout to study at the beginning of the class period. Tell them they will be tested on the information in a few minutes. After they have started studying, turn off the lights in the room, begin vacuuming, turn up the volume on the radio, make as much noise and distraction as you can. The students will love it and will start a good discussion on the importance of study areas.

APPLICATION

- Use Assignment Sheet 1 to allow students an opportunity to make a personal living space timetable.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- "The Art of Making a Bed" and
- "Decorating with Sheets" videos are available for purchase from West Point Pepperell, Department HE, 1221 Avenue of the Americas, New York, New York 10020.

Publications

- "Express Yourself: A Consumer's Guide to Furniture,"
- "Furniture Inventory Guide," and "The Room Planning Guide" booklets are available for a small fee from FIC/Furniture Guides, P.O. Box HP7, High Point, North Carolina 27261.
- "A Clean Sweep" teaching kit is free from the Hoover Home Institute, 101 East Maple, North Canton, Ohio 44720.
- "The How to Clean Handbook" is available for purchase from the Proctor & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214-1797.

UNIT REFERENCES

- Faulkner, Ray and Sarah Faulkner. *Inside Today's Home*. New York: Holt, Rinehart and Winston, 1975.
- Kelly, Joan and Eddye Eubanks. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Parnell, Frances Baynor. *Homemaking Skills for Everyday Living*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

PERSONAL LIVING SPACE

G I

OBJECTIVE 1

1. g
2. h
3. b
4. m
5. f
6. r
7. v
8. d
9. k
10. q
11. c
12. j
13. s
14. p
15. u

OBJECTIVE 2

Answer should include any four of the following

- Entertainment
- Hobbies
- Privacy
- Recreation
- Self-esteem
- Sleep/rest
- Storage of personal belongings
- Studying

OBJECTIVE 3

Answer should include any three of the following

- Activities
- Cleanliness and orderliness
- Color
- Conscious decisions of the owner
- Furnishings and decorations

- Personality of the owner

OBJECTIVE 4

- Easy to identify
- Easy to reach
- Stored near the place of first or most frequent use

OBJECTIVE 5 1, 2, 4

OBJECTIVE 6 1, 3, 4, 5

OBJECTIVE 7 Answer should include any three of the following

- Distractors should be kept to a minimum
- Furnishings should be comfortable and adequate
- Light should be sufficient for reading and writing
- Storage for study materials should add to convenience
- Study area may be permanent or temporary
- Temperature should be comfortable

OBJECTIVE 8 Answer should include any five of the following

- Accessories
- Activities
- Appearance
- Backgrounds
- Furniture arrangement
- Furniture style
- Lighting
- Sharing space with others
- Storage areas
- Ventilation

OBJECTIVE 9 Refer to answers to Assignment Sheet 1.

PRETEST

PERSONAL LIVING SPACE

G I

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with personal living space to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Activities carried out to make a plan, room, or idea meet a person's needs

___ 2. Confidence and satisfaction in oneself; one's good opinion of oneself

___ 3. Feeling of confusion or uncertainty that results when an individual's efforts are blocked

___ 4. Having a specific purpose

___ 5. Lack of confusion based on systematic arrangement of room's objects

___ 6. "Place" to carry out tasks, to be alone, and to think

___ 7. Sum total of ideas, feelings, and beliefs that a room reflects in its decorations and design

___ 8. The result of an undesirable bright light

___ 9. Accents or decorative objects in a room

___ 10. An individual's environment and surroundings; the more common identified by the majority of teens in their bedroom or sleep area

___ 11. Furniture and decorative objects in a room

a. Background

b. Frustration

c. Furnishings

d. Glare

e. Individuality

f. Orderliness

g. Personalize

h. Self-esteem

i. Study area

j. Window treatment

k. Accessories

l. Cleanliness

m. Functional

n. Furniture

o. Group spaces

p. Occupant

q. Personal living space

r. Privacy

s. Seclusion

___12. Decorative and functional designs applied to windows that add to the room's overall appearance, provide privacy, and help regulate environmental factors	t. Storage
___13. Isolation from others	u. Ventilation
___14. One who uses a room for personal interests and privacy	v. Room personality
___15. Providing with or exposing to fresh air	

OBJECTIVE 2 **Name four human needs met in personal living spaces.**

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OBJECTIVE 3 **List three factors that contribute to room personality.**

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OBJECTIVE 4 **Name the three basic storage guidelines.**

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OBJECTIVE 5

Select from the following list advantages of an orderly personal living space. Write an "X" in the blank before each correct answer.

___ 1. Helps reduce or eliminate frustration

___ 2. Provides an atmosphere for decision-making

___ 3. Takes time and energy

___ 4. Provides an atmosphere for purposeful activity

___ 5. Makes guests feel uncomfortable

OBJECTIVE 6

Select from the following list guidelines for developing a cleaning time table. Write an "X" in the blank before each correct answer.

___ 1. Consider family cleaning standards

___ 2. Develop a rigid plan of work

___ 3. Form new habits

___ 4. Clean some daily

___ 5. Decide which jobs need to be done daily, weekly, and occasionally

OBJECTIVE 7

List three characteristics of an adequate study area.

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OBJECTIVE 8

List five factors to consider when evaluating a personal living space.

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NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 9

Make a personal living space cleaning timetable.

SCORE_____

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PERSONAL LIVING SPACE

OBJECTIVE 1

Match terms associated with personal living space to their correct definitions.

- **Accessories**—Accents or decorative objects in a room
- **Frustration**—Feeling of confusion or uncertainty that results when an individual's efforts are blocked
- **Functional**—Having a specific purpose
- **Furnishings**—Furniture and decorative objects in a room
- **Glare**—The result of an undesirable bright light
- **Occupant**—One who uses a room for personal interests and privacy
- **Orderliness**—Lack of confusion based on systematic arrangement of room's objects
- **Personal living space**—An individual's environment and surroundings; the more common identified by the majority of teens is their bedroom or sleep area
- **Personalize**—Activities carried out to make a plan, room, or idea meet a person's needs
- **Privacy**—"Place" to carry out tasks, to be alone, and to think
- **Room personality**—Sum total of ideas, feelings, and beliefs that a room reflects in its decorations and design
- **Seclusion**—Isolation from others
- **Self-esteem**—Confidence and satisfaction in oneself; one's good opinion of oneself
- **Ventilation**—Providing with or exposing to fresh air
- **Window treatment**—Decorative and functional designs applied to windows that add to a room's overall appearance, provides privacy and helps regulate environmental factors

OBJECTIVE 2

Name human needs met in personal living spaces.

Even though you probably best like to spend your time with friends, there are times when you will need some personal living space to meet some basic human needs.

- **Entertainment**—Many people enjoy entertaining friends in personal living spaces instead of family group spaces in the home
- **Hobbies**—Some people prefer privacy or total seclusion to pursue individual work and personal hobbies
- **Privacy**—Everyone needs an opportunity to find total privacy which is free from interruption and the personal living space is often the best place to find seclusion
- **Recreation**—Many people enjoy reading, listening to music, watching television or movies, and playing games in more personal areas of the home than the family spaces
- **Self-esteem**—Personal living spaces are the appropriate places for members of a household to indulge in their individuality and feel good about themselves
- **Sleep/rest**—Quality sleep time is a result of having a comfortable bed, a bedside table, a light source, control of natural light, and ventilation in the personal living space
- **Storage of personal belongings**—The kind of storage you need depends on the things that you own. Built-in shelves, drawers, cupboards, and closets can be used as well as portable items such as furniture and functional accessories
- **Studying**—A study or office-type area in the personal living space is needed to perform homework, pay bills, or work at home

OBJECTIVE 3

List factors that contribute to room personality.

Give any two people rooms in new homes that are the exact same size and within just a few days the rooms will look entirely different. A room's personality is determined by the following factors.

- **Activities that go on in a room** determine in part the room's personality
- **Cleanliness and orderliness** contribute to room personality

- **Color** chosen for the walls, floors, window treatment, and accessories contribute to room personality
- **Conscious decisions of the owner** are necessary for the room to have a personality of its own
- **Furnishings and decorations** contribute to room personality
- **Personality of the owner** is reflected in the room because room personality is created consciously or unconsciously by its occupant(s)

OBJECTIVE 4 **Name basic storage guidelines.**

The cleanliness and orderliness of a room depend in part on the storage available. Whether the storage devices are built-in or portable, these basic storage guidelines need to be followed.

- **Easy to identify**—Use see-through boxes; write contents on the outside of the box, or arrange items so that all can be seen
- **Easy to reach**—Place items used most often within easy reach. Storage such as stackable crates and closet extension rods can make most articles of clothing and other personal belongings within easy reach
- **Stored near the place of first or most frequent use**—This will help in locating items as well as save many steps when getting dressed or getting ready for work

OBJECTIVE 5 **Select from a list advantages of an orderly personal living space.**

Applying the basic storage rules not only affects the cleanliness and orderliness of a room but also results in the following advantages. An orderly personal living space . . .

- **Conserves time and energy**—The time spent in putting a room in order can be used in other ways. Also, it requires more time to perform tasks in an unorderly room than to perform the same tasks in an orderly room
- **Helps reduce or eliminate frustration**—Not being able to find an item can put one in a bad mood and instead of having to replace items that are neglected, money can be spent on items and activities that the individual will enjoy

- **Makes guests feel welcome and comfortable**—Most people feel they must apologize when a house is not orderly and the guests can not be made comfortable.
- **Provides an atmosphere for decision-making**—You may be able to think more clearly in an orderly room
- **Provides an atmosphere for purposeful activity**—Even the simplest of activities can be a challenge to perform if a room is unorderly

OBJECTIVE 6

Select from a list guidelines for developing a cleaning time table.

It would be a rare teen whose mother or father had never stood outside the teen's room with a look of despair and said, "Aren't you EVER going to clean up this mess?" There is no magic involved in keeping a room clean and orderly. A cleaning time table schedule can be helpful to develop when planning to improve the appearance of a room. Assignment Sheet 1 allows you an opportunity to make a personal living space cleaning timetable for your own room. The following guidelines should be followed.

- **Clean some daily**—To reduce or possibly prevent weekly or seasonal cleaning.
- **Consider family cleaning standards**—Some households feel differently about cleaning chores than others. You may feel that the family cleaning standards are too lax or too strict. This is an appropriate time in your life to begin developing your own standards while still living under the guidelines of the family unit.
- **Decide which jobs need to be done daily, weekly, and occasionally**—Then it will be up to you to decide which day and at what hours it is best for you to do each job. School hours, work hours, and other activities should be considered in making time tables.
- **Develop a flexible, not rigid, plan of work**—There are probably very few days of your life that are the same. It is therefore important for your cleaning timetable to be flexible to be used for any length of time.
- **Form new habits to continue cleaning**—As with any change of behavior, it will take several weeks to develop a cleaning routine.

Assignment Sheet 1 allows you an opportunity to make a personal living space cleaning timetable for your own room.

OBJECTIVE 7 **List characteristics of an adequate study area.**

Students perform homework at home and other people spend time writing, paying bills, and keeping records at home. These types of activities require certain specifications to make the work as easy as possible. In an adequate work or study area . . .

- **Distractions should be kept to a minimum**—Some people can work in a secluded corner of a family group room while others prefer the kitchen, bedroom, or less active areas of the house.
- **Furnishings should be comfortable and adequate**—Adequate furniture will fit in with the overall design of the room and will fit in the space available. Well-made furniture should be constructed carefully as well as be comfortable for the user.
- **Light should be sufficient for reading and writing**—Planned lighting should increase efficiency and lessen eye strain. Light should be above and to the side of the work center so the body does not cast a shadow. Glare should also be avoided.
- **Storage for study materials should add to convenience**—The needed supplies for desk work need to be stored conveniently. With so many storage devices available to purchase or make yourself, a customized storage plan can be developed.
- **Study area may be permanent or temporary**—A desk provides an ideal permanent place to work, but a card table can be tucked away behind a door. You can make a book case from bricks and boards.
- **Temperature should be comfortable**—Wear appropriate seasonal clothing or adjust the heating or cooling to make the condition of the room more comfortable.

OBJECTIVE 8 **List factors to consider when evaluating a personal living space.**

It takes good planning to make a room comfortable, safe, and well-arranged. Most rooms can be improved by evaluating the present space according to the following factors.

- **Accessories**—Accessories can be functional as well as decorative. A few carefully selected accessories can be far more effective in a room than a large number of less attractive ones.

- **Activities**—For what purposes other than sleeping do you use your room? How many people share the room and for what purposes? Does the room provide privacy for each? Is the room large enough for these purposes? Are furnishings adequate for these activities? Is the bed comfortable and the work surfaces at a comfortable height?

- **Appearance**—The appearance of a room can be kept acceptable by following a cleaning timetable. Making beds, using fresh linens, hanging up and putting away clothes, and picking up after yourself every day will always improve the appearance of your room.

- **Backgrounds**—Walls, windows, floors, and ceilings serve as backgrounds for your furniture and accessories. Walls and ceilings can be made more attractive by applying new paint, wallpaper, paneling, or a combination of these treatments. Obviously windows can not be moved, but they can be made more attractive through the use of curtains, draperies, shutters, shades, or blinds. Floors can be changed by adding throw rugs to add texture and a point of emphasis to your room.

- **Furniture arrangement**—Does furniture placement permit ease of movement through the room? Check the traffic pattern from closet to dresser, dresser to bathroom, book shelves to desk, and bed to closet, dresser, and bathroom for convenience and safety. Chances are you may develop some ideas for improvement.

- **Furniture style**—There are many different styles of furniture available. Perhaps the more popular styles include traditional, contemporary, and early American. All of these styles can be used in one room because interior designers feel greater interest is created by combining furniture of different styles.

- **Lighting**—The lighting in a bedroom needs to be adequate for grooming and studying. There should be a night lamp near the bed for reading and for safety purposes and the window treatments should provide shading for proper rest and relaxation.

- **Sharing space with others**—Everyone has to share space—at school, at work, and at home. When bedrooms are shared with another person, it can be trying but it can also provide you an opportunity to learn to live with another person and teach you a lot about yourself and others. Respect and consideration for the other person are the keys. Rearranging the furniture can sometimes give you the privacy that you need.

- **Storage areas**—If a room is not neatly kept, it may be due to lack of storage space. Some houses have attics or basements where items can be stored, but the most usable storage is located right inside the room. Closets and cabinets built into the walls of a room are most often used, but displayed or decorative storage can also be used. Bookshelves, baskets, trunks, pegboards, crates, and storage cubes are examples of displayed storage that is functional as well as decorative.

- **Ventilation**—Can the room be easily ventilated to keep it fresh and comfortable? The major devices involved are doors and windows that can be opened, ventilating grills, exhaust fans, furnaces with blowers, air-conditioning and heating vents, and portable fans and heaters.

ASSIGNMENT SHEET 1 | **PERSONAL LIVING SPACE** | **G I**

NAME ______________________________ SCORE ________

OBJECTIVE 9 **Make a personal living space cleaning timetable.**

INTRODUCTION If cleaning chores are spread over a period of time, a room stays clean and orderly and not so much human energy is required to keep it clean. A little work done every day keeps a room orderly, cuts down on frustration, and makes the job of keeping an orderly room a pleasant one.

DIRECTIONS Use the sample schedule below and "personalize" a living space cleaning timetable that will meet your needs to maintain an orderly living space. Use the timetable on the following page to complete this assignment. Discuss this assignment with the adults in your home so that family cleaning standards will be met.

Example:

DAILY	M	T	W	T	F	S	S
1. Make the bed.	x	x	x	x	x	x	x
2. Straighten dresser tops.			x			x	
3. Hang up clean clothing. Put soiled clothing in hamper.	x			x			x
4. Other:							

1128

DAILY	M	T	W	T	F	S	S
1.							
2.							
3.							
4.							
5.							
6.							
Other:							

WEEKLY	M	T	W	T	F	S	S
1.							
2.							
3.							
4.							
5.							
6.							
Other:							

OCCASIONALLY	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.												
2.												
3.												
4.												
5.												
6.												
Other:												

1129

ASSIGNMENT ANSWERS

PERSONAL LIVING SPACE

G I

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

- Daily chores might include such tasks as making the bed, straightening dresser tops, putting soiled clothing in hamper, etc. Days that the tasks will be performed should be checked.
- Weekly chores might include such tasks as dusting, vacuuming, changing bed linens, etc. Days that the tasks will be performed should be checked.
- Occasional chores might include putting away seasonal clothing, washing mattress pad, airing pillows, cleaning windows, etc. Months that the tasks will be performed should be checked.

WRITTEN TEST

PERSONAL LIVING SPACE

G I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with personal living space to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. Accents or decorative objects in a room

___ 2. Activities carried out to make a plan, room, or idea meet a person's needs

___ 3. An individual's environment and surroundings; the more common identified by the majority of teens is their bedroom or sleep area

___ 4. Confidence and satisfaction in oneself; one's good opinion of oneself

___ 5. Decorative and functional designs applied to windows that add to a room's overall appearance, provide privacy, and help regulate environmental factors

___ 6. Feeling of confusion or uncertainty that results when an individual's efforts are blocked

___ 7. Furniture and decorative objects in a room

___ 8. Having a specific purpose

___ 9. Isolation from others

___ 10. Lack of confusion based on systematic arrangement of room's objects

a. Accessories

b. Background

c. Cleanliness

d. Frustration

e. Functional

f. Furnishings

g. Furniture

h. Glare

i. Group spaces

j. Individuality

k. Occupant

l. Orderliness

m. Personal living space

n. Personalize

o. Privacy

p. Room personality

q. Seclusion

r. Self-esteem

___11. One who uses a room for personal interests and privacy

___12. "Place" to carry out tasks, to be alone, and to think

___13. Providing with or exposing to fresh air

___14. Sum total of ideas, feelings and beliefs that a room reflects in its decorations and design

___15. The result of an undesirable bright light

s. Storage

t. Study area

u. Ventilation

v. Window treatment

OBJECTIVE 2 **Name four human needs met in personal living spaces.**

____

____

____

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OBJECTIVE 3 **List three factors that contribute to room personality.**

____

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OBJECTIVE 4 **Name the three basic storage guidelines.**

____

____

____

OBJECTIVE 5

Select from the following list advantages of an orderly personal living space. Write an "X" in the blank before each correct answer.

___ 1. Takes time and energy

___ 2. Helps reduce or eliminate frustration

___ 3. Makes guests feel uncomfortable

___ 4. Provides an atmosphere for decision-making

___ 5. Provides an atmosphere for purposeful activity.

OBJECTIVE 6

Select from the following list guidelines for developing a cleaning time table. Write an "X" in the blank before each correct answer.

___ 1. Clean some daily

___ 2. Consider family cleaning standards

___ 3. Decide which jobs need to be done daily, weekly, and occasionally

___ 4. Develop a rigid plan of work

___ 5. Form new habits

OBJECTIVE 7

List three characteristics of an adequate study area.

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OBJECTIVE 8

List five factors to consider when evaluating a personal living space.

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NOTICE	The following assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.
OBJECTIVE 9	**Make a personal living space cleaning timetable.** SCORE_____

WRITTEN TEST ANSWERS

PERSONAL LIVING SPACE

G I

OBJECTIVE 1

1. a
2. n
3. m
4. r
5. v
6. d
7. f
8. e
9. q
10. l
11. k
12. o
13. u
14. p
15. h

OBJECTIVE 2

Answer should include any four of the following

- Entertainment
- Hobbies
- Privacy
- Recreation
- Self-esteem
- Sleep/rest
- Storage of personal belongings
- Studying

OBJECTIVE 3

Answer should include any three of the following

- Activities
- Cleanliness and orderliness
- Color
- Conscious decisions of the owner
- Furnishings and decorations

- Personality of the owner

OBJECTIVE 4

- Easy to identify
- Easy to reach
- Stored near the place of first or most frequent use

OBJECTIVE 5 2, 4, 5

OBJECTIVE 6 1, 2, 3, 5

OBJECTIVE 7 Answer should include any three of the following

- Distractions should be kept to a minimum
- Furnishings should be comfortable and adequate
- Light should be sufficient for reading and writing
- Storage for study materials should add to convenience
- Study area may be permanent or temporary
- Temperature should be comfortable

OBJECTIVE 8 Answer should include any five of the following

- Accessories
- Activities
- Appearance
- Backgrounds
- Furniture arrangement
- Furniture style
- Lighting
- Sharing space with others
- Storage areas
- Ventilation

OBJECTIVE 9 Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET | **COLOR** | **G II**

INTRODUCTION

Color is an element of design that brings life and beauty to a room. People use color to express themselves. The way you use color affects a room's personality.

UNIT OBJECTIVE

After completing this unit, the student should be able to plan color schemes and apply color theory to room design. The student will demonstrate these competencies by completing assignment sheet, job sheets, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with color to their correct definitions.
2. Classify primary, secondary, and intermediate (tertiary) colors.
3. Distinguish between cool and warm colors.
4. Match the dimensions of colors to their correct definitions.
5. Match basic color schemes to their correct descriptions.
6. Select from a list guidelines for using color.
7. Use color schemes to decorate rooms. (Assignment Sheet 1)
8. Demonstrate the ability to:
    a. Make a color wheel. (Job Sheet 1)
    b. Change the intensity of a color. (Job Sheet 2)
    c. Change the value of a color. (Job Sheet 3)

SUGGESTED ACTIVITIES — COLOR — G II

PREPARATION

- Order materials listed in suggested resources.
- Gather equipment and supplies for job sheets.

DELIVERY

Objectives 1 and 2

- Catch students' attention about the importance of color in our lives, such as color is symbolic of our feelings and emotions; color is associated with certain personal characteristics; color has certain connotations.

  Examples: Color is symbolic of feelings and emotions:
  Feel blue
  See red
  In the pink
  Black rage
  Green with envy

  Color is associated with certain personal characteristics:
  "Yellow," "True Blue," "Green"

  Color has certain connotations:
  Black—Sorrow, gloom, death, sexy
  Red—Danger, sexy
  White—Innocence, purity
  Green—Immaturity, freshness, spring
  Blue—Sadness, serenity, fidelity
  Gray—Old age
  Purple—Royalty

- Use glass containers with food coloring and water to show mixing of colors.

Objectives 3 through 6

- Have students make a decorative item utilizing colors that are used in their own room color schemes. Suggestions might include pillows or wall hangings.
- Have students collect clippings from magazines that represent each of the basic color schemes.

- Have students draw a bingo-type card, 5 squares across and 5 squares down. Using all the terms, colors, and color schemes, have students write the words randomly in the spaces provided. There will be more "words" than spaces. Play bingo color review by having the "caller" give the definition or description and then having students determine the answer and mark that space on their cards, if possible.
- Have students use one or all of the following computer software programs:
  - "Interior Decorating Simulation"
  - "Color Makes the Difference/Color Concepts"
  - "Color Your Work"
- Show the slides or video "Living Space Arrangement."
- Use "The Effects of Color" as a teaching resource.
- Relate color to clothing choices.

  Examples: Dull and dark colors make one appear smaller but enhance the silhouette. Bright and light colors make one appear larger but detract from the silhouette.
- Work or team teach with the science teacher to present the science of color.

APPLICATION

Objectives 7 and 8

- Use Assignment Sheet 1 to give students practice in using color schemes.
- Use Job Sheet 1 to give students an opportunity to make a color wheel.
- Use Job Sheet 2 to give students an opportunity to change the intensity of a color.
- Use Job Sheet 3 to give students an opportunity to change the value of a color.
  - Demonstrate the procedures outlined in the job sheets
  - Have the students cover their work areas with newspapers before beginning the job sheet painting
  - Assign students for cleanup and putting away of equipment and supplies
  - Use Styrofoam egg cartons for mixing paint if palettes are not available

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- "Interior Decorating Simulation" computer software program for Apple IIC is available for purchase from Orange Juice Software, 338 South Arch Avenue, New Richmond, Wisconsin 54017.
- "Color Makes a Difference/Color Concepts" computer software program for Apple or IBM is available for purchase from Your Ideal Silhouette, Dept. FSS, 824 Lafayette Dr., Akron, Ohio 44303.
- "Color Your Work" computer software program for Apple IIC or 128K Apple IIE is available for purchase from MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, Michigan 49007.

- "Living Space Arrangement" slide series or video is available for purchase from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074.

Publications

- "The Effects of Color" lesson plan and teaching kit is free from Haan Crafts, 625 E. 2nd Street, Otterbein, Indiana 47970.

UNIT REFERENCES

- Kelly Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Parnell, F. Baynor. *Homemaking Skills for Everyday Living*. South Holland, Illinois: The Goodheart-Willcox Co., Inc., 1984.
- Sawatzky, Joyce. *Home Economics I*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.

PRETEST ANSWERS

COLOR

G II

OBJECTIVE 1

1. m
2. l
3. d
4. p
5. f
6. n
7. e
8. o
9. g
10. i
11. j

OBJECTIVE 2

1. S
2. P
3. I
4. I
5. P
6. I
7. I
8. S
9. I
10. I
11. S
12. P

OBJECTIVE 3

1. C
2. C
3. C
4. C
5. W
6. W
7. W
8. C
9. W
10. W
11. W
12. C

OBJECTIVE 4

1. a
2. e
3. d

OBJECTIVE 5

1. g
2. i
3. d
4. f
5. b
6. j
7. a

OBJECTIVE 6

3, 5, 6, 7, 8, 9, 11, 12

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

OBJECTIVE 8

a. Refer to practical test for Job Sheet 1.
b. Refer to practical test for Job Sheet 2.
c. Refer to practical test for Job Sheet 3.

PRETEST **COLOR**

G II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with color to their correct definitions. Write the correct letters in the blanks.

___ 1. Board on which a painter spreads colors

___ 2. Colors made when a primary color is mixed with equal amounts of the secondary color next to it on the color wheel

___ 3. Colors not seen on the color wheel

___ 4. Light values; color with white added

___ 5. Move back or appear smaller

___ 6. Three-sided glass object that breaks light into a group of color bands

___ 7. Colors from which all other colors are produced

___ 8. Colors made by combining two primary colors in equal amounts

___ 9. Dark values; color with black added

__ 10. Emphasis on a detail in sharp contrast with its surroundings

__ 11. Most common device used to show the relationship between colors; provides basis for basic color schemes

a. Analogous

b. Complementary

c. Intensity

d. Neutral colors

e. Primary colors

f. Recede

g. Shades

h. Value

i. Accent

j. Color wheel

k. Hue

l. Intermediate (tertiary) colors

m. Palette

n. Prism

o. Secondary colors

p. Tints

OBJECTIVE 2

Classify primary, secondary, and intermediate (tertiary) colors. Write "P" in the blanks indicating primary, "S" for secondary, and "I" for intermediate.

____1. Green

____2. Red

____3. Yellow-green

____4. Yellow-orange

____5. Blue

____6. Blue-green

____7. Blue-violet (purple)

____8. Orange

____9. Red-orange

___10. Red-violet (purple)

___11. Violet (purple)

___12. Yellow

OBJECTIVE 3

Distinguish between cool and warm colors. Write "W" by the warm colors and "C" by the cool colors on the list provided below.

____1. Blue

____2. Blue-green

____3. Blue-violet (purple)

____4. Green

____5. Orange

____6. Red

____7. Red-orange

____8. Red-violet (purple)

____9. Yellow-green

___10. Yellow-orange

__ 11. Yellow

__ 12. Violet (purple)

OBJECTIVE 4

Match the dimensions of colors to their correct definition. Write the correct letters in the blanks.

___ 1. Family name for a color; whether a color is light or dark, bright or dull, its family name remains the same

___ 2. Lightness or darkness of a color

___ 3. Brightness of dullness of a color; bright colors appear warmer and dull colors appear cooler

a. Hue

b. Palette

c. Analogous

d. Intensity

e. Value

OBJECTIVE 5

Match basic color schemes to their correct descriptions. Write the correct letters in the blanks (Question is continued on the following page.)

___ 1. Using any pair of colors that are directly opposite on the color wheel to develop a color scheme; one color would probably be dominant and used in large areas while the other hue would be used in smaller areas

___ 2. Using only one color to create a color scheme; values, intensities, textures, and patterns are especially important because there is no contrast in color; white, black, silver, and gold, which are not technically colors, are often used to highlight

___ 3. Using a color with the two colors on each side of its complement to plan a color scheme

___ 4. Using a neutral color in large areas of a room and small areas of a bright color used for accent

a. Analogous

b. Double complementary

c. Intensity

d. Split complementary

e. Value

f. Accented neutral

g. Complementary

h. Hue

i. Monochromatic

j. Triad

____5. Using two pairs of colors that are directly opposite on the color wheel to develop a color scheme

____6. Using three colors that divide the color wheel into equal parts for color schemes

____7. Using two or more colors that are side by side on the color wheel to create a color plan

OBJECTIVE 6

Select from the following list guidelines for using color. Write an "X" in the blank before each correct answer.

____1. Bright colors should be used in large amounts

____2. Cool colors are used best for walls with north or northeast exposures

____3. If a room is long and narrow, it may appear shorter by painting one end wall a warm color in a medium or near medium value

____4. Light, dark, and dull colors should be used in the smallest areas of a room

____5. Rooms with high ceilings will seem more cozy and lower if the ceilings are painted with a slightly darker value than the walls

____6. Bright and warm colors seem to advance and make a room appear smaller

____7. Contrasting colors emphasize

____8. Cool colors seem to recede and make a room appear larger and more spacious

____9. Light colors should be distributed to balance dark colors

___10. Two colors should be dominant in a room

___11. Warm colors are used best in rooms with a north or northwest exposure

___12. Woodwork the same color as the walls makes a room appear larger

___13. Equal areas of color tend to be more pleasing

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 7 **Use color schemes to decorate rooms.** SCORE ____

OBJECTIVE 8 **Demonstrate the ability to:**

a. **Make a color wheel.** RATING ___

b. **Change the intensity of a color.** RATING ___

c. **Change the value of a color.** RATING ___

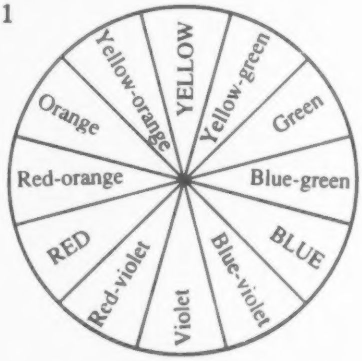
INFORMATION SHEET | **COLOR** | **G II**

OBJECTIVE 1

Match terms associated with color to their correct definitions.

- **Accent**—Emphasis on a detail in sharp contrast with its surroundings
- **Color Wheel**—Most common device used to show the relationship between colors; provides basis for basic color schemes (Figure 1)

FIGURE 1


YELLOW
Yellow-green
Green
Blue-green
BLUE
Blue-violet
Violet
Red-violet
RED
Red-orange
Orange
Yellow-orange

- **Intermediate (tertiary) colors**—Colors made when a primary color is mixed with equal amounts of the secondary color next to it on the color wheel
- **Neutral colors**—Colors not seen on the color wheel

  NOTE: Technically, neutrals are not colors.

  Examples: Tan, gray, brown, black, white
- **Palette**—Board on which a painter spreads colors
- **Primary colors**—Colors from which all other colors are produced
- **Prism**—Three-sided glass object that breaks light into a group of color bands
- **Recede**—Move back or appear smaller
- **Secondary colors**—Colors made by combining two primary colors in equal amounts
- **Shades**—Dark values; color with black added

- **Tints**—Light values; color with white added

OBJECTIVE 2

Classify primary, secondary, and intermediate (tertiary) colors.

NOTE: Job Sheet 1 allows you an opportunity to actually make a color wheel with these twelve colors.

- **Primary colors**
  - Red
  - Yellow
  - Blue
- **Secondary colors**
  - Orange
  - Green
  - Violet (purple)
- **Intermediate (tertiary) colors**
  - Yellow-orange
  - Red-orange
  - Red-violet (purple)
  - Blue-violet (purple)
  - Blue-green
  - Yellow-green

OBJECTIVE 3

Distinguish between cool and warm colors.

Cool colors

Cool colors appear to recede and are quiet and soothing. They are best used to enhance rooms with southern exposures that usually filter in lots of sunlight.

- Green
- Blue-green
- Blue
- Blue-violet (purple)
- Violet (purple)
- Red-violet (purple)

Warm colors

The warm colors advance and are friendly, stimulating colors that enhance rooms with northern exposures that are the cooler rooms in the house.

- Red
- Red-orange
- Orange
- Yellow-orange
- Yellow
- Yellow-green

OBJECTIVE 4

Match the dimensions of colors to their correct definitions.

Colors may be defined in terms of the properties of hue, intensity, and value.

- **Hue**—Family name for a color. Whether a color is light or dark, bright or dull, its family name remains the same. For example, red hues include pink, maroon, scarlet, rose, and all colors in the red family.
- **Intensity**—Brightness or dullness of a color. Bright colors appear warmer and dull colors appear cooler. Job Sheet 2 allows you an opportunity to experiment with color intensity.
- **Value**—Lightness or darkness of a color. For example, pink is a light value of red and maroon is a dark value of red. Light values are called tints and dark values are called shades. Job Sheet 3 allows you an opportunity to experiment with color value.

OBJECTIVE 5

Match basic color schemes to their correct descriptions.

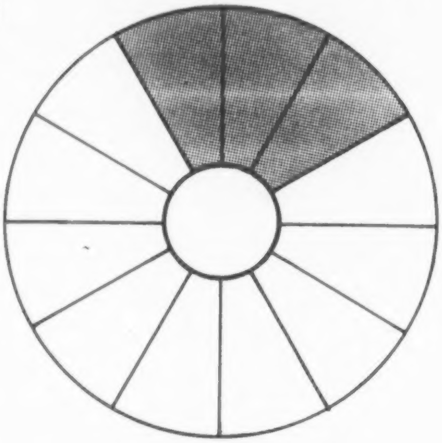
There are a number of color schemes, or combinations, that are pleasing to the eye. Each one is based on the color wheel.

- **Accented neutral**—Using a neutral color in large areas of a room and small areas of a bright color used for accent
- **Analogous (adjacent)**—Using two or more colors that are side by side on the color wheel to create a color plan. This

is a simple way to achieve harmony but the effect may be dull unless values and intensities are varied (Figure 2)

Examples: Yellow, yellow-green, and green

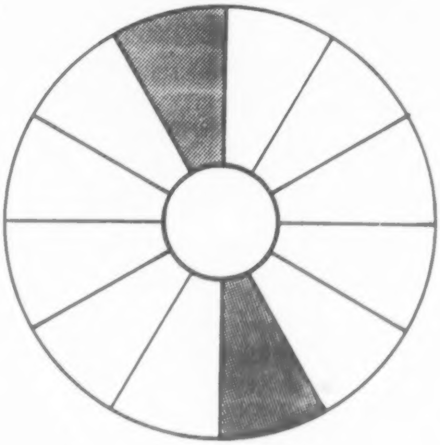
FIGURE 2



- **Complementary**—Using any pair of colors that are directly opposite on the color wheel to develop a color scheme. One color would probably be dominant and used in large areas while the other hue would be used in smaller areas (Figure 3)

Examples: Yellow and violet, red and green, blue and orange

FIGURE 3



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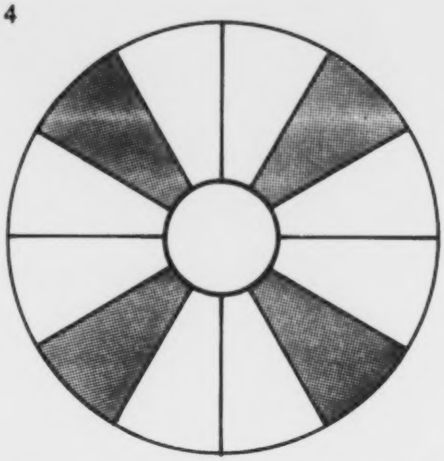
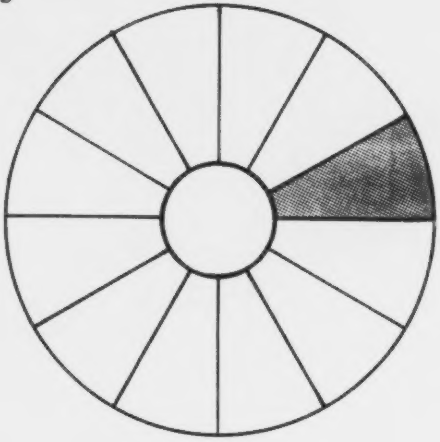
- **Double complementary**—Using two pairs of colors that are directly opposite on the color wheel to develop a color scheme (Figure 4)

FIGURE 4



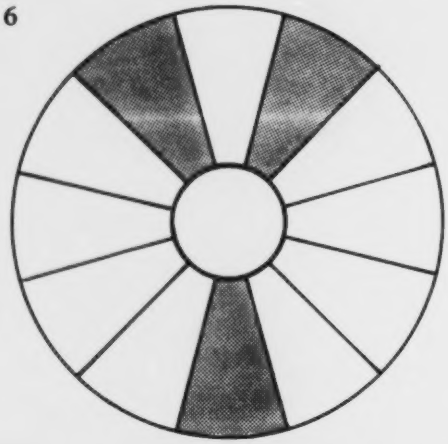
- **Monochromatic**—Using only one color to create a color scheme; values, intensities, textures, and patterns are especially important because there is no contrast in color. White, black, silver, and gold, which are not technically colors, are often used to highlight a monochromatic color scheme (Figure 5)

FIGURE 5



- **Split complementary**—using a color with the two colors on each side of its complement to plan a color scheme (Figure 6)

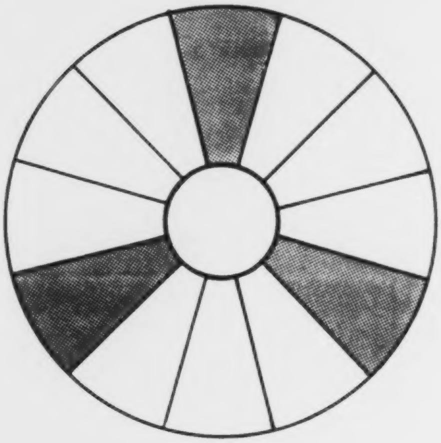
FIGURE 6



- **Triad**—Using three colors that divide the color wheel into equal parts for a color scheme. (Figure 7)

Examples: Yellow, blue, red; orange, green, violet

FIGURE 7



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OBJECTIVE 6

Select from a list guidelines for using color.

Using color is a personal thing. When planning the use of color, not only is the purpose of the room important but of equal importance is the individual's likes and dislikes. The following guidelines should be followed when using color:

- Bright and warm colors seem to advance and make a room appear smaller. Use of bright and warm colors make an overly-large room seem cozy.
- Bright colors should be used in small amounts.
- Contrasting colors emphasize. Make the most of a handsome piece of furniture by placing it against a contrasting wall.
- Cool colors are used best for walls with south or southeast exposures.
- Cool colors seem to recede and make a room appear larger and more spacious.
- If a room is long and narrow, it may appear shorter by painting one end wall a warm color in a medium or near medium value.
- Light colors should be distributed to balance dark colors.
- Light, dark, and dull colors should be used in the largest areas of a room. Used in large amounts, colors of high intensity are likely to become tiresome or irritating.
- One color should be dominant in a room.
- Rooms with high ceilings will seem more cozy and lower if the ceilings are painted with a slightly darker value than the walls.
- Unequal areas of color tend to be more pleasing. Select one color to cover about two-thirds of the room area, add another color for the remaining one-third. Spark the scheme with a third color in accents.
- Warm colors are used best in rooms with a north or northwest exposure.
- Woodwork the same color as the walls makes a room appear larger.

ASSIGNMENT SHEET 1

COLOR

G II

NAME ______________________________ SCORE ______

OBJECTIVE 7

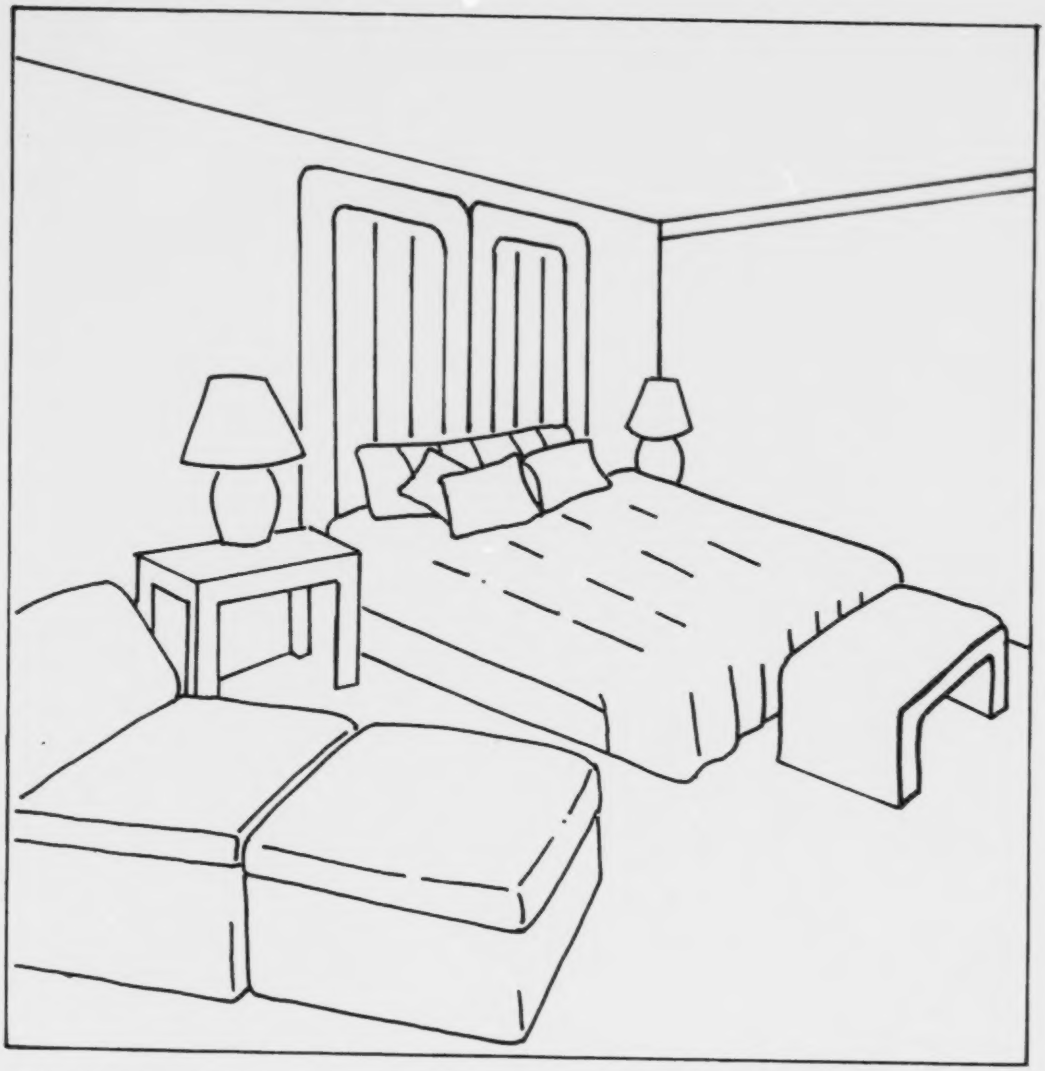
Use color schemes to decorate rooms.

INTRODUCTION

Objective 5 in this unit deals with the basic color schemes that can be used in interior design. The activities on this assignment sheet emphasize this area.

DIRECTIONS

Using crayons, colored pencils, or paint, develop examples of three different color schemes on the pages that follow.

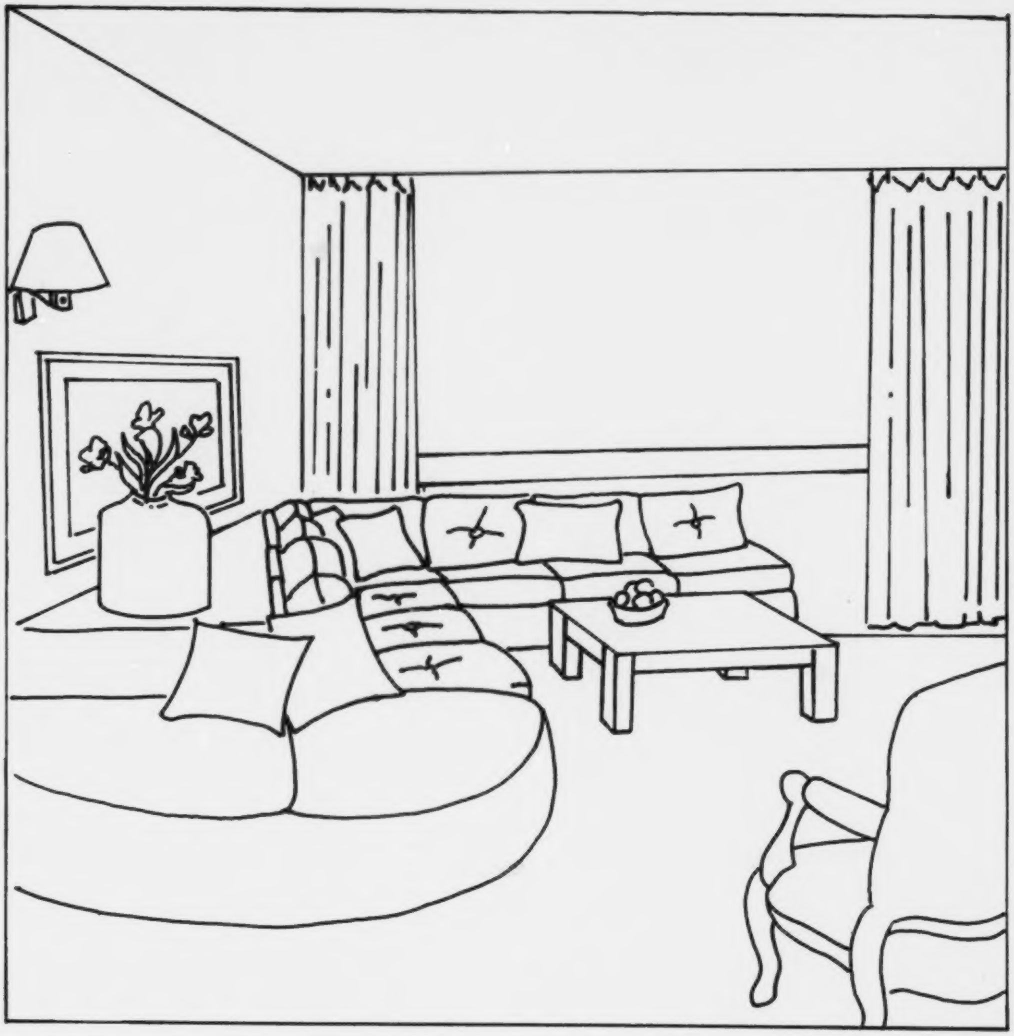


Color scheme used ______________________________

Colors used ______________________________

Name ______________________________

1157

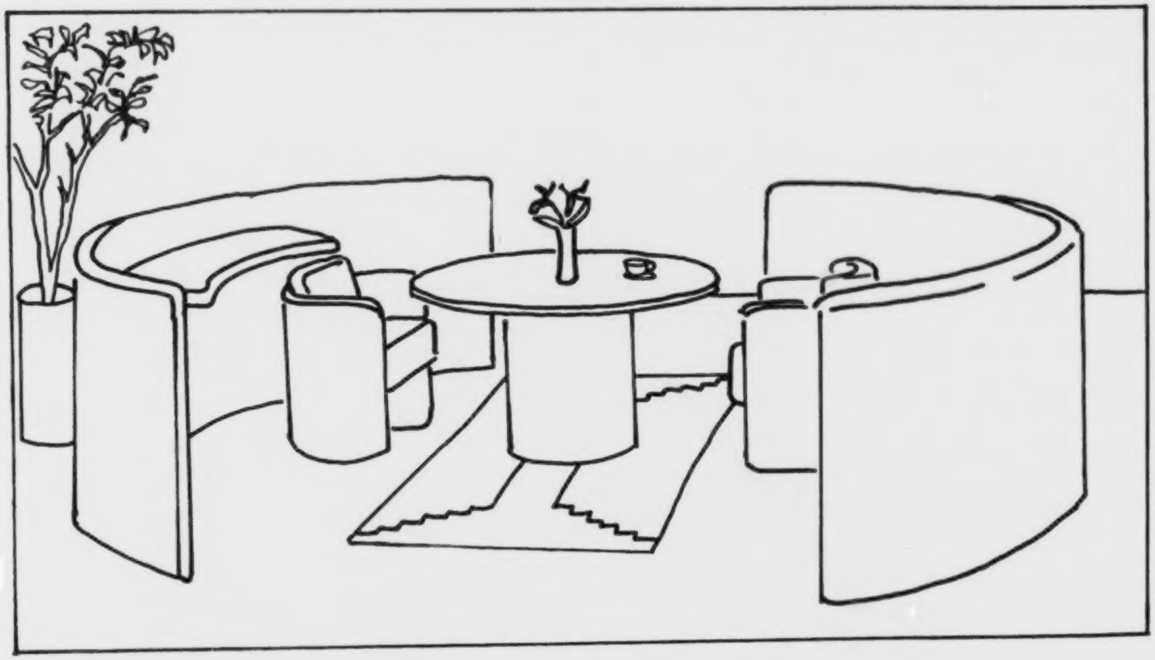


Color scheme used ______________________________

Colors used ______________________________

Name ______________________________

ASSIGNMENT SHEET 1 - HE:I
GII - 29



Color scheme used ____________________

Colors used ____________________

Name ____________________

ASSIGNMENT SHEET 1

Use the following criteria for evaluation.

The three pictures should be colored using three of the following different color schemes.

- Monochromatic
- Analogous
- Complementary
- Split complementary
- Double complementary
- Triad
- Accented neutral

The colors used should also be listed on each page.

JOB SHEET 1

COLOR

G II

OBJECTIVE 8a

Make a color wheel.

INTRODUCTION

The color wheel is the best tool for choosing and studying color. The color wheel shows colors in the same order as they appear through a prism. It is helpful to make a color wheel to help understand color theory and plan color schemes.

EQUIPMENT AND SUPPLIES

- Paint palette
- Paper chart
- Paint (red, yellow, and blue)
- Water
- Brush
- Measuring devices (medicine dropper, graduated cylinder, measuring spoons)

PROCEDURE

Mix two primary colors together to get secondary colors.

1. Mix equal amounts of red and yellow to get orange.
2. Mix equal amounts of yellow and blue to get green.
3. Mix equal amounts of blue and red to get violet.

Mix primary and secondary colors together to get intermediate (tertiary) colors.

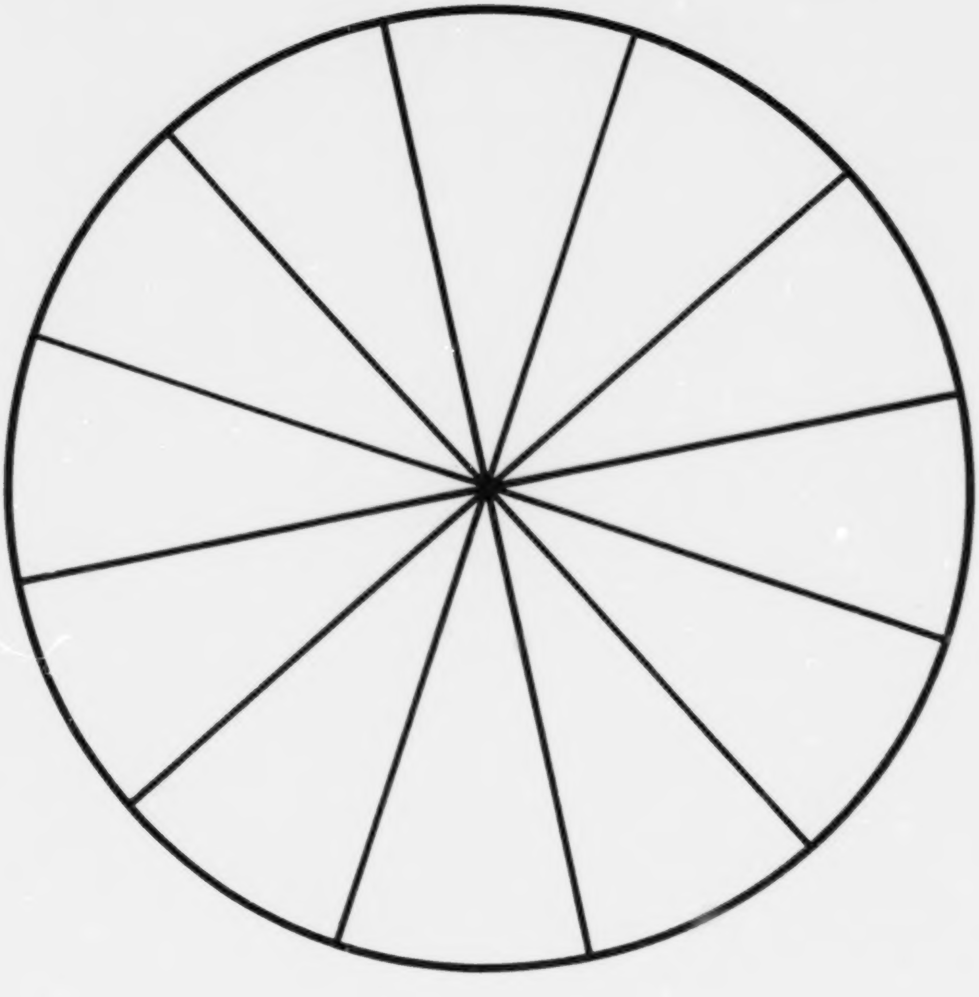
4. Mix equal amounts of red and orange to get red-orange.
5. Mix equal amounts of yellow and orange to get yellow-orange.
6. Mix equal amounts of yellow and green to get yellow-green.
7. Mix equal amounts of blue and green to get blue-green.
8. Mix equal amounts of blue and violet to get blue-violet.
9. Mix equal amounts of red and violet to get red-violet.

You now have twelve colors.

10. Paint the colors in the proper order on the color wheel on the page provided. Use Information Sheet, Objective 1 as an example of color placement.

11. Have your instructor evaluate your work.

12. Clean area and put away equipment and supplies.



OBJECTIVE 8b **Change the intensity of a color.**

INTRODUCTION

A color at full intensity is very striking and tends to stand out. Colors in the lower intensities do not call attention to themselves. Understanding how the intensity of a color changes helps you realize how the brightness or dullness of a color affects the appearance of a room.

EQUIPMENT AND SUPPLIES

- Primary color paint
- Paint that is complementary to primary color paint
- Paper chart
- Water
- Brush

PROCEDURE

1. Paint the section indicated on the paper chart with the complementary color.
2. Mix a small amount of the primary color with the complementary color.
3. Neatly put a sample of the new color on the section of the chart next to the complementary color.
4. Mix another small amount of the primary color with the new color made in step 2.
5. Neatly put a sample of the new color on the next section of the chart.
6. Gradually increase the amount of primary color in the complementary color, neatly putting a sample of each new color on the chart before each addition of the primary color.
7. Have your instructor evaluate your work.
8. Clean up work area and put away equipment and supplies.

Bright Dull

Basic Color										

JOB SHEET 3 COLOR

OBJECTIVE 8c

Change the value of a color.

INTRODUCTION

Value affects the apparent distance and size of objects. For example, light-colored walls make a room appear more open and larger. Dark-colored walls seem to make a room appear closed in and smaller. It is important for you to actually see how the value of a color affects the appearance.

EQUIPMENT AND SUPPLIES

- One color of paint
- White and black paint
- Paper chart
- Brush
- Water

PROCEDURE

1. Divide the one color of paint equally into two containers.
2. Neatly put a sample of original color on middle section of paper chart.
3. Mix a small amount of the white paint to one container of the original color paint; this makes a tint.
4. Neatly put a sample of tint in the first section to the left of the original color.
5. Gradually add more white to the color, neatly placing color samples consecutively on the chart after each addition of white paint.
6. Wash brush thoroughly.
7. Take other container of original color paint.
8. Mix in a small amount of the black paint; this makes a shade.
9. Neatly put sample of shade in the first section to the right of the original color.

10. Gradually add more black to the color, neatly placing color samples consecutively on the chart after each addition of black paint.
11. Have your instructor evaluate your work.
12. Clean up area and put away equipment and supplies.

Tints										Shades
					Basic Color					

PRACTICAL TEST 1 | **COLOR** | **G II**

JOB SHEET 1

Make a color wheel.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Mixed equal amounts of red and yellow to get orange.	____	____
2. Mixed equal amounts of yellow and blue to get green.	____	____
3. Mixed equal amounts of blue and red to get violet.	____	____
4. Mixed equal amounts of red and orange to get red-orange.	____	____
5. Mixed equal amounts of yellow and orange to get yellow-orange.	____	____
6. Mixed equal amounts of yellow and green to get yellow-green.	____	____
7. Mixed equal amounts of blue and green to get blue-green.	____	____
8. Mixed equal amounts of blue and violet to get blue-violet.	____	____
9. Mixed equal amounts of red and violet to get red-violet.	____	____
10. Painted the colors in the proper sections on the color wheel.	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Mixed Colors	4 9 colors mixed appropriately	3 8 colors mixed appropriately	2 7 colors mixed appropriately	1 6 or less colors mixed appropriately
Color Wheel	4 12 colors placed in proper sections on the wheel	3 2 colors placed improperly on the wheel	2 3 colors placed improperly on the wheel	1 4 or more placed improperly on the wheel

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 2 | **COLOR** | **G II**

JOB SHEET 2

Change the intensity of a color.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Painted the section on the paper chart with the complementary color.	____	____
2. Mixed a small amount of the primary color with the complementary color.	____	____
3. Neatly put a sample of the new color on the section of the chart next to the complementary color.	____	____
4. Mixed another small amount of the primary color with the new color.	____	____
5. Neatly put a sample of the new color on the next section of the chart.	____	____
6. Gradually increased the amount of primary color in the complementary color, neatly putting sample of each new color on the chart before each addition of the primary color.	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Paint Mixing	Gradually added primary color to complementary color	Added primary color all at once to complementary color	Gradually added complementary color to primary color	Added complementary color all at once to primary color
Chart Painting	Paint samples placed in sections and applied neatly	Paint samples placed in correct sections, but not neatly	Paint samples placed in incorrect sections, but applied neatly	Paint samples placed in incorrect sections and not neatly

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 3

Change the value of a color.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Divided the one color of paint equally into two containers.	____	____
2. Neatly put a sample of original color on middle section of paper chart.	____	____
3. Mixed a small amount of the white paint to one container of the original color paint.	____	____
4. Neatly put a sample of tint in the first section to the left of the original color.	____	____
5. Gradually added more white to the color, neatly placing color samples consecutively on the chart after each addition of white paint.	____	____
6. Washed brush thoroughly.	____	____
7. Mixed a small amount of the black paint in the other container with original paint.	____	____
8. Neatly put samples of shade in the first section to the right of the original color.	____	____
9. Gradually added more black to the original color neatly placing color samples consecutively on the chart after each addition of black paint.	____	____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
	4	3	2	1
Paint Mixing	Gradually added white and black paint to different containers of original paint	Added white and black paint all at once to different containers of original paint	Gradually added original color to containers of white and black paint	Added original color all at once to containers of white and black paint
	4	3	2	1
Chart Painting	Paint samples placed in sections and applied neatly	Paint samples placed in correct sections, but not neatly	Paint samples placed in incorrect sections, but applied neatly	Paint samples placed in incorrect sections and not neatly

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

COLOR

G II

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with color to their correct definitions. Write the correct letters in the blanks.

___ 1. Colors from which all other colors are produced

___ 2. Board on which a painter spread colors

___ 3. Colors made by combining two primary colors in equal amounts

___ 4. Colors made when a primary color is mixed with equal amount of the secondary color next to it on the color wheel

___ 5. Dark values; color with black added

___ 6. Colors not seen on the color wheel

___ 7. Emphasis on a detail in sharp contrast with its surroundings

___ 8. Light values; color with white added

___ 9. Most common device used to show the relationship between colors; provides basis for basic color schemes

___ 10. Move back or appear smaller

___ 11. Three-sided glass object that breaks light into a group of color bands

a. Accent

b. Analogous

c. Color wheel

d. Complementary

e. Hue

f. Intensity

g. Intermediate (tertiary) colors

h. Neutral colors

i. Palette

j. Primary colors

k. Prism

l. Recede

m. Secondary colors

n. Shades

o. Tints

p. Value

OBJECTIVE 2

Classify primary, secondary, and intermediate (tertiary) colors. Write "P" in the blanks indicating primary, "S" for secondary, and "I" for intermediate.

____1. Yellow-orange

____2. Red

____3. Green

____4. Yellow-green

____5. Yellow

____6. Orange

____7. Blue-green

____8. Blue

____9. Blue-violet (purple)

___10. Red-violet (purple)

___11. Violet (purple)

___12. Red-orange

OBJECTIVE 3

Distinguish between cool and warm colors. Write "W" before warm colors and "C" before cool colors in the blanks provided.

____1. Red-violet (purple)

____2. Yellow-green

____3. Green

____4. Red

____5. Blue-green

____6. Red-orange

____7. Blue

____8. Yellow-orange

____9. Yellow

___10. Blue-violet (purple)

___11. Violet (purple)

__ 12. Orange

OBJECTIVE 4

Match the dimensions of colors to their correct definitions.
Write the correct letters in the blanks.

__ 1. Brightness or dullness of a color; bright colors appear warmer and dull colors appear cooler

__ 2. Family name for a color; whether a color is light or dark, bright or dull; its family name remains the same

__ 3. Lightness or darkness of a color

a. Analogous

b. Hue

c. Intensity

d. Palette

e. Value

OBJECTIVE 5

Match basic color schemes to their correct descriptions.
Write the correct letters in the blanks. (Question is continued on the following page.)

__ 1. Using a color with the two colors on each side of its complement to plan a color scheme

__ 2. Using any pair of colors that are directly opposite on the color wheel to develop a color scheme; one color would probably be dominant and used in large areas while the other hue would be used in smaller areas

__ 3. Using a neutral color in large areas of a room and small areas of a bright color used for accent

__ 4. Using only one color to create a color scheme; values, intensities, textures, and patterns are especially important because there is no contrast in color; white, black, silver, and gold, which are not technically colors, are often used to highlight

a. Accented neutral

b. Analogous

c. Complementary

d. Double complementary

e. Hue

f. Intensity

g. Monochromatic

h. Split complementary

i. Triad

j. Value

____5. Using two or more colors that are side by side on the color wheel to create a color plan

____6. Using two pairs of colors that are directly opposite on the color wheel to develop a color scheme

____7. Using three colors that divide the color wheel into equal parts for color schemes

OBJECTIVE 6

Select from the following list guidelines for using color. Write an "X" in the blank before each correct answer.

____1. Bright and warm colors seem to advance and make a room appear smaller

____2. Bright colors should be used in large amounts

____3. Contrasting colors emphasize

____4. Cool colors are used best for walls with north or northeast exposures

____5. Cool colors seem to recede and make a room appear larger and more spacious

____6. If a room is long and narrow, it may appear shorter by painting one end wall a warm color in a medium or near medium value

____7. Light colors should be distributed to balance dark colors

____8. Light, dark, and dull colors should be used in the smallest areas of a room

____9. Two colors should be dominant in a room

____10. Rooms with high ceilings will seem more cozy and lower if the ceilings are painted with a slightly darker value than the walls

____11. Equal areas of color tend to be more pleasing

____12. Warm colors are used best in rooms with a north or northwest exposure

____13. Woodwork the same color as the walls makes a room appear larger

NOTICE

The following assignment sheet and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7

Use color schemes to decorate rooms. SCORE ____

OBJECTIVE 8

Demonstrate the ability to:

a. Make a color wheel. RATING ____

b. Change the intensity of a color. RATING ____

c. Change the value of a color. RATING ____

WRITTEN TEST ANSWERS

COLOR

G II

OBJECTIVE 1

1. j
2. i
3. m
4. g
5. n
6. h
7. a
8. o
9. c
10 l
11. k

OBJECTIVE 2

1. I
2. P
3. S
4. I
5. P
6. S
7. I
8. P
9. I
10. I
11. S
12. I

OBJECTIVE 3

1. C
2. W
3. C
4. W
5. C
6. W
7. C
8. W
9. W
10. C
11. C
12. W

OBJECTIVE 4

1. c
2. b
3. e

OBJECTIVE 5

1. h
2. c
3. a
4. g
5. b
6. d
7. i

OBJECTIVE 6

1, 3, 5, 6, 7, 10, 12, 13

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

OBJECTIVE 8

a. Refer to practical test for Job Sheet 1.

b. Refer to practical test for Job Sheet 2.

c. Refer to practical test for Job Sheet 3.

OBJECTIVE SHEET

PERSONAL DEVELOPMENT

H I

INTRODUCTION

Growing up and becoming an adult involves first getting to know yourself. The more you know and understand what makes you act the way you do, the better you can get along with yourself and with others.

UNIT OBJECTIVE

After completing this unit, the student should be able to evaluate various personal development tasks. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match the terms associated with personal development to their correct descriptions.
2. Name the types of personal growth and development.
3. List the basic needs that help determine emotional growth.
4. Name the types of adolescent physical changes.
5. Match the female and male reproductive organs to their correct functions/descriptions.
6. Match the stages of the menstrual cycle to their correct descriptions.
7. Match common sexually transmitted diseases to their correct descriptions.
8. Match the methods of contraception to their correct descriptions.
9. Evaluate personal growth and development situations. (Assignment Sheet 1)
10. Identify basic emotional needs. (Assignment Sheet 2)
11. Determine facts concerning sexually transmitted diseases. (Assignment Sheet 3)

PREPARATION

- Order materials listed in suggested resources.
- Invite a medical resource person to speak to the class.
- Invite a Public Health Department nurse, member of Alcoholics Anonymous, narcotics agent from the police or sheriff's department, and a guidance counselor to serve as panel presenters.
- Invite a guidance center counselor to serve as a guest speaker.

  NOTE: Please provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.
- Check with school policies concerning unit information.

DELIVERY

Objectives 1 through 4

- Invite a guidance center counselor to serve as a guest speaker or arrange for a study tour to visit a guidance center to discuss adolescent problems and how these can be constructively solved.
- Plan a panel of resource people such as a Public Health Department nurse, member of Alcoholics Anonymous, narcotics agent from the police or sheriff's department, and a guidance counselor to discuss drug and alcohol abuse and other personal problems experienced by adolescents.
- Arrange for resource people to demonstrate and discuss male/female grooming practices.
- Collect before and after pictures from magazines of male and female "make-overs". Use these to emphasize that it is possible to improve one's appearance.
- Have the students use the "Guidance and Counseling Software" computer program.
- Have the students count the number of sexual acts referred to on television on an assigned night. Then discuss how this affects personal growth.
- Show the film "Change."

- Show the film "Joshua in a Box."
- Show the film "Managing Your Emotions."
- Show the film "Saying No."

Objectives 5 through 8

- Invite a medical resource person to speak to the class on objective information.
- Invite a resource person from the county health department to discuss the importance of family planning and types of contraceptives available.
- Contact the March of Dimes and the American Red Cross for listings of available teaching aids.
- Be certain students understand all the vocabulary used in objective information.
- Prepare a contraceptive kit of samples to assist in illustrating actual devices.
- Have the students research and report on various sexually transmitted diseases.
- Use the "Acquired Immune Deficiency Syndrome: AIDS Prevention Education Curriculum Guide for Teachers" as a teaching resource.
- Have the students use the "From the Beginning . . . Reproductive Systems and Contraception" computer software program.
- Have the students use the "From the Beginning . . . Contraception" computer software program.
- Have the students use the "AIDS" computer software program.
- Have the students use the "From the Beginning . . . Sexually Transmitted Diseases" computer software program.
- Have the students use the "Reproduction" computer software program.
- Have the students use the "Venereal Disease" computer software program.
- Show the video "It Only Takes Once."

- Show the video "Don't Forget Sherrie."
- Show the video "Who Am I Now."
- Show the video "A Letter from Brian."
- Show the video "The Miracle of Life."
- Show the video "Sex, Choices, and You."
- Show the video "AIDS: Infection Control."
- Show the film "V.D.: Prevent It."
- Show the film "V.D. and Women."
- Use the "Surgeon General's Report on Acquired Immune Deficiency Syndrome" as a teaching resource.
- Use various AIDS resources listed in the April 1988 *Forecast for the Home Economist.*
- Use "AIDS and Your World" as a teaching resource.
- Use Transparency Masters 1 through 5 to help teach objective information.
- Distribute Supplement 1—"Sexually Transmitted Diseases."

APPLICATION

Objectives 9 through 11

- Use Assignment Sheet 1 to give students practice in evaluating personal growth and development situations.
- Use Assignment Sheet 2 to give students practice in identifying basic emotional needs.
- Use Assignment Sheet 3 to give students practice in determining facts concerning sexually transmitted diseases.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- "Guidance and Counseling Software" for Apple II is available for purchase from the Conover Company, P.O. Box 155, Omro, Wisconsin 54963.
- "Change"
- "Joshua in a Box"
- "Managing Your Emotions"
- "Saying No"
- "V.D.: Prevent It"
- "V.D. and Women"
- "AIDS: Infection Control"

NOTE: These films and videos are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these from the Resource Center, Oklahoma State Department of Vocational Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order these materials from the following sources:

- "Change" is available for purchase from Barr Films, 12801 Schabarum Avenue, P.O Box 7878, Irwindale, California 91706-7878.

- "Joshua in a Box" is available for purchase from Bosustow Productions, 1649 Eleventh Street, Santa Monica, California 90404.
- "Managing Your Emotions" is available for purchase from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.
- "V.D. and Women" and "Saying No" are available for purchase from Perennial Education, Inc., 930 Pitner Avenue, Evanston, Illinois 60202.
- "V.D.: Prevent It" is available for purchase from Alfred Higgins Prod., Inc., 9100 Sunset Blvd., Los Angeles, California 90069.
- "AIDS: Infection Control" is available for purchase from Medcom/Trainex, P.O Box 3225, Garden Grove, California 92642.
- "From the Beginning . . . Reproductive Systems and Contraception," "From the Beginning . . . Contraception," "AIDS," and "From the Beginning . . . Sexually Transmitted Diseases" are available for purchase from Orange Juice Software Systems, 338 Arch Avenue, New Richmond, Wisconsin 54017.
- "Reproduction" is available for purchase from Micro Power and Light Co., 12820 Hillcrest Road, Suite 224, Dallas, Texas 75230.
- "Venereal Disease" is available for purchase from Queue-Intellectual Software, 798 North Avenue, Bridgeport, Connecticut 06606.
- "It Only Takes Once" is available for purchase from Intermedia, 1600 Dexter Avenue North, Seattle, Washington 98109.
- "A Letter From Brian" and "Don't Forget Sherrie" are available for purchase from Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, Florida 33709.
- "Who Am I Now" is available for purchase from Tambrands, Inc., Education Dept. V, P.O. Box 7001, Lake Success, New York 11042.
- "The Miracle of Life" is available for purchase from Crown Video Publishers, Inc., 225 Park Avenue South, New York, New York 10003. This may also be ordered through Harriet Carter mail-order catalogs.

- "Sex, Choices, and You" is available for purchase from Alfred Higgins Productions, 9100 Sunset Blvd., Los Angeles, California 90069.

Publications

- "Acquired Immune Deficiency Syndrome: AIDS Prevention Curriculum Guide for Teachers" is available from the Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599.
- "Surgeon General's Report of Acquired Immune Deficiency Syndrome" is available from C.E. Koop, U.S. Public Health Service, AIDS Clearinghouse, P.O. Box 14252, Washington, D.C. 20044.
- "AIDS and Your World" is available from Scholastic, Inc., 2931 McCarty Street, P.O. Box 7502, Jefferson City, Missouri 65102.

UNIT REFERENCES

- Kelly, Joan and Eubanks, Eddye. *Today's Teen*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Riker, Audrey Palm, and Brisbane, Holly E. *Married and Single Life*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Ryder, Verdene. *Contemporary Living*. South Holland, Illinois: The Goodheart-Willcox Co., Inc., 1987.
- Thompson, Faiola-Priest. *LifePlans*. Cincinnati, Ohio: South-Western Publishing Co., 1987.
- Truitt, Debbie. *Home Economics II*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1980.

PRETEST ANSWERS

PERSONAL DEVELOPMENT

H I

OBJECTIVE 1

1. p
2. c
3. j
4. w
5. r
6. m
7. t
8. f
9. o
10. d
11. h
12. v
13. b
14. n
15. k
16. u

OBJECTIVE 2

- Emotional growth
- Mental growth
- Philosophical growth
- Physical growth
- Social growth

OBJECTIVE 3

- Acceptance
- Companionship
- New experiences
- Security
- Success

OBJECTIVE 4

- Growth spurts
- Primary sex characteristics
- Secondary sex characteristics

OBJECTIVE 5

1. d
2. i
3. t
4. g
5. q
6. j
7. m
8. o
9. k
10. p
11. h
12. s
13. l

OBJECTIVE 6

1. b
2. c
3. e
4. f

OBJECTIVE 7

1. e
2. g
3. d
4. a
5. b
6. c

OBJECTIVE 8

1. k
2. d
3. n
4. l
5. e
6. r
7. g
8. c
9. h
10. t
11. m
12. f
13. j

OBJECTIVE 9	Refer to answers to Assignment Sheet 1.
OBJECTIVE 10	Refer to answers to Assignment Sheet 2.
OBJECTIVE 11	Refer to answers to Assignment Sheet 3.

PRETEST | **PERSONAL DEVELOPMENT** | **H I**

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with personal development to their correct definitions. Write the correct letters in the blanks. (Question is continued on the following page.)

___ 1. A developing baby from the fourteenth week of development until birth

___ 2. Female egg that has joined with a sperm

___ 3. Fluid that moves sperm through the male sex organs

___ 4. Infectious diseases transmitted through sexual contact

___ 5. Monthly shedding of the lining of the uterus

___ 6. Time between childhood and adulthood

___ 7. Manufacturer of hormones that controls the body processes

___ 8. Female egg cell

___ 9. Assignments which arise at certain stages of a person's life

___ 10. Chemical substances in the body that decide how a person develops sexually

___ 11. Few days of discomfort before menstrual period; may include water retention, irritability, headache, and other symptoms

___ 12. How a person feels about the way he or she thinks, looks, and acts

a. Bacteria

b. Contraception

c. Fertilized egg

d. Hormones

e. Lymph gland

f. Ovum

g. Pelvic

h. Premenstrual syndrome

i. Reproduction

j. Semen

k. Sperm

l. Virus

m. Adolescence

n. Conception

o. Developmental tasks

p. Fetus

q. Infertility

r. Menstruation

s. Pap smear

___13. Methods that keep a pregnancy from occurring

___14. The instant a sperm and egg unite

___15. Male cells for starting a new life

___16. Physical changes that mark the change from childhood to adulthood

t. Pituitary gland

u. Puberty

v. Self-concept

w. Sexually transmitted diseases

OBJECTIVE 2 **Name the five types of personal growth and development.**

____

____

____

____

____

OBJECTIVE 3 **List the five basic needs that help determine emotional growth.**

____

____

____

____

____

OBJECTIVE 4 **Name the three types of adolescent physical changes.**

____

____

____

OBJECTIVE 5

Match the female and male reproductive organs to their correct functions/descriptions. Write the correct letters in the blanks.

___ 1. Contain egg cells; produce hormones

___ 2. Flexible, elastic, pear-shaped organ that houses the fetus during pregnancy; also called the womb

___ 3. Passage from the uterus to outside of the body; the birth canal

___ 4. Pouch of skin holding testes or testicles

___ 5. Serves as temporary storage for sperm

___ 6. Tube through which sperm passes from the testicle or testes

___ 7. Connect ovaries and uterus; one egg travels through one of them each month; site of conception

___ 8. Deposits semen in female vagina during intercourse; carries urine from the bladder

___ 9. Opening at the neck of the uterus

___ 10. Produces whitish fluid that combines with sperm to form semen

___ 11. Produce sperm; same as testicles

___ 12. Tube that carries semen and urine through penis

___ 13. Very sensitive organ near the opening of the vagina

a. Chlamydia

b. Diaphragm

c. Fetus

d. Ovaries

e. Pituitary gland

f. Puberty

g. Scrotum

h. Testes

i. Uterus

j. Vas deferens

k. Cervix

l. Clitoris

m. Fallopian tubes

n. Hormones

o. Penis

p. Prostate gland

q. Seminal vesicle

r. Syphilis

s. Urethra

t. Vagina

OBJECTIVE 6

Match the stages of the menstrual cycle to their correct descriptions. Write the correct letters in the blanks.

____1. Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the fallopian tube on its way to the uterus

____2. Resting stage when the pituitary gland in the brain sends out hormones to the ovaries; one egg (ovum) begins to ripen

____3. Actual shedding of the uterine lining and blood from the uterus

____4. Lining of the uterus continues to grow and thicken and becomes prepared to receive the fertilized egg; if the egg does not become fertilized, it simply disintegrates; during this phase many women suffer from premenstrual syndrome

a. Infertility phase

b. Ovulation phase

c. Post-menstrual phase

d. Conception phase

e. Menstrual phase

f. Premenstrual phase

OBJECTIVE 7

Match common sexually transmitted diseases to their correct descriptions. Write the correct letters in the blank.

____1. Caused by a virus that attacks the body's immune system; damage to the immune system causes the infected person to be unable to fight off infections

____2. Caused by a virus that has a long incubation period; small, flat, or raised warts appear in the genital area

____3. Caused by the spirochete organism; may go unnoticed in early stages and lead to insanity, paralysis, heart disease, blindness, or deafness in later stages

a. Chlamydia

b. Genital herpes

c. Gonorrhea

d. Syphilis

e. Acquired Immune Deficiency Syndrome (AIDS)

f. Clitoris

g. Genital warts

__ 4. Caused by a bacteria; causes infections in sex organ that may lead to female infertility; symptoms may include pain or burning during urination, frequent urge to urinate, or discharge

__ 5. Caused by a virus that develops as painful blisters around the genital areas; symptoms may include intermittent attacks of sores, fever, itching, swollen lymph glands, or flu-like symptoms

__ 6. Caused by the gonococcus organism; symptoms are localized near the reproductive system and may include painful urination, pus discharge from penis, and serious pelvic disorders

h. Semen

i. Vas deferens

OBJECTIVE 8

Match the methods of contraception to their correct descriptions. Write the correct letters in the blanks.

____1. Avoiding sex entirely; this method is the only 100 percent effective method of contraception

____2. Female washes out vagina after sexual relations; not effective because sperm can reach cervix within 90 seconds

____3. Inserted in the uterus by a doctor and prevents the fertilized egg from attaching to the uterine wall; 94-99 percent effective

____4. Special foams, creams, and jellies that contain chemicals that immobilize and kill sperm; used alone they are 75-85 percent effective

____5. Male uses a material other than a commercially prepared condom; ineffective because material often leaks or breaks

____6. Operation for females where the fallopian tubes, through which the egg travels to the uterus, are cut and tied; 99.9 percent effective and not usually reversible

____7. Avoiding intercourse during the woman's fertile period; if menstrual periods are very regular this method can be 70 percent effective

____8. Fits over penis to trap man's ejaculation to prevent sperm from entering vagina; used alone it is 85-90 percent effective; advantages include inexpensive, widely available, easy to carry and use, no side effects or complications; only contraceptive that protects against sexually transmitted diseases

a. Adolescence
b. Chlamydia
c. Condom
d. Douching
e. Makeshift condom
f. Oral contraceptive
g. Rhythm
h. Sponge
i. Urethra
j. Vasectomy
k. Abstinence
l. Chemical barriers
m. Diaphragm
n. Intrauterine device (IUD)
o. Menstruation
p. Pap smear
q. Seminal vesicle
r. Tubal ligation
s. Vas deferens
t. Withdrawal

__ 9. Fits over the opening of the cervix and is chemically treated to prevent sperm from reaching the egg; this method ranges from 82-90 percent effective

__ 10. Male withdraws penis before ejaculation; not effective because some semen is released before ejaculation

__ 11. Thin rubber cap that fits over the cervix and blocks the sperm from reaching the egg; must be used with a chemical barrier and is 80-98 percent effective.

__ 12. Woman takes pills that contain hormones to prevent the egg from being released and/or alters the uterine lining so that pregnancy cannot occur; 90-99 percent effective

__ 13. Operation for males where the tubes that carry the sperm to the penis are cut and tied; 99.9 percent effective and not usually reversible

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 9 **Evaluate personal growth and development situations.** SCORE ____

OBJECTIVE 10 **Identify basic emotional needs.** SCORE ____

OBJECTIVE 11 **Determine facts concerning sexually transmitted diseases.** SCORE ____

INFORMATION SHEET

PERSONAL DEVELOPMENT

H I

OBJECTIVE 1

Match terms associated with personal development to their correct descriptions.

- **Adolescence**—Time between childhood and adulthood
- **Conception**—The instant a sperm and egg unite
- **Contraceptions**—Methods that keep a pregnancy from occurring
- **Developmental tasks**—Assignments which arise at certain stages of a person's life
- **Fertilized egg**—Female egg that has joined with a sperm
- **Fetus**—A developing baby from the fourteenth week of development until birth
- **Hormones**—Chemical substances in the body that decide how a person develops sexually
- **Menstruation**—Monthly shedding of the lining of the uterus
- **Ovum**—Female egg cell
- **Pituitary gland**—Manufacturer of hormones that controls the body processes
- **Premenstrual syndrome (PMS)**—Few days of discomfort before menstrual period; may include water retention, irritability, headache, and other symptoms
- **Puberty**—Physical changes that mark the change from childhood to adulthood
- **Self-concept**—How a person feels about the way he or she thinks, looks, and acts
- **Semen**—Fluid that moves sperm through the male sex organs
- **Sexually transmitted diseases**—Infectious diseases transmitted through sexual contact
- **Sperm**—Male cells for starting a new life

OBJECTIVE 2

Name the types of personal growth and development.

We usually think of personal growth and development in terms of age, height, and weight, but people actually grow and develop in five different areas.

- **Emotional growth**—Everyone needs to learn to control their feelings and emotions and become emotionally independent. Feelings of inferiority, frustration with parents, peers, and teachers, coping with family crises, and moodiness are common developmental tasks that must be overcome by teens. If these problems are not dealt with in healthy ways the individual may consider suicide, drug abuse, or other undesirable behaviors.
- **Mental growth**—We all grow differently in mental or intellectual development based on the environment and our inherited potential.
- **Philosophical growth**—Adolescence is the time that most people begin to think more deeply about themselves and the world around them. They start developing their morals and personal attitudes toward marriage and family living. As they think about the future they begin to learn that one can be economically independent and then start planning for a future career.
- **Physical growth**—Physical growth includes both changing image and body appearance. Physical changes of puberty mark the beginning of adolescence. Both sexes experience changes in body features and a growth spurt. Accepting one's body as is can be difficult especially since these changes do not occur at any certain time. Some teens get very anxious if others around them are experiencing physical growth and they are not. With these physical changes, sexual interests also develop which can cause other concerns such as unwanted pregnancies and the fear of being exposed to sexually transmitted diseases.
- **Social growth**—Learning how to get along with and respond to other people is no easy task. Developing more mature relationships with peers and members of the opposite sex is a developmental task for adolescents that most healthy teens will eventually achieve. Assignment Sheet 1 allows you an opportunity to evaluate situations concerning personal growth and development.

You should now be able to see how all these types of personal growth are related. For example, developing morals (philosophical growth) and learning to control feelings and emotions (emotional growth) can help one better deal with physical growth and sexual interests.

OBJECTIVE 3

List the basic needs that help determine emotional growth.

Consider for a moment the temperament of a 4-year old and the temperament of a mature adult and you will realize that over the years emotional growth has definitely occurred. How does a person learn to control their feelings and emotions? There are five basic needs that must be met in order to experience emotional growth.

- **Acceptance**—Everyone needs to feel accepted and appreciated by others.
- **Companionship**—All people must have friends and companions in their lives to be healthy.
- **New experiences**—The constantly changing world exposes people of all ages to new ideas and new experiences. All experiences may not be pleasant, but they can help you grow.
- **Security**—When you are able to feel safe and secure, you will be better able to accept life's disappointments and deal with everyday problems as they occur.
- **Success**—Everyone needs to feel worthwhile and successful in some area. Successes help you to be able to set realistic goals and plan for the future.

OBJECTIVE 4

Name the types of adolescent physical changes.

Since appearance during adolescence influences self-concept, it is not surprising that the timing of physical development is important. However, each person develops at a different rate. There is no way to hurry up or slow down the process. Time is the cure and often the growing young person outgrows a particular problem before becoming used to it. Physical changes unique to adolescence include the following:

- **Growth spurts**—It is usually during the growth spurt, a year before puberty, that the "awkward age" arrives. These bodily changes may greatly increase self-consciousness and make a person who does not fit the "norm" feel out of step. Growth at this time is mostly in the arms, legs and neck rather than in the trunk.

- **Primary sex characteristics**—Usually between the ages of 10 and 15, the pituitary gland secretes hormones that stimulate the previously inactive sex glands. The male sex glands are the testes and the female sex glands are the ovaries.

- **Secondary sex characteristics**—Once the pituitary gland secretes hormones, differences in appearance, structure, and function become evident in the female and male body. A girl begins to develop a more prominent waistline and her pelvic bones widen. The girl's mammary glands or breasts begin to enlarge. A boy grows a beard, his voice deepens, his shoulders broaden and his muscles begin to develop. These secondary sex characteristics are more obvious than the primary sex characteristics mentioned earlier.

OBJECTIVE 5

Match the female and male reproductive organs to their correct functions/descriptions.

During puberty the sex organs begin to gradually increase in size and begin to prepare for their reproduction functions. Transparencies 1 and 2 show side and front positions of the following female reproductive organs:

- **Cervix**—Opening at the neck of the uterus
- **Clitoris**—Very sensitive organ near the opening of the vagina
- **Fallopian tubes**—Connect ovaries and uterus; one egg travels through one of them once a month; site of conception
- **Ovaries**—Contain egg cells; produce hormones
- **Uterus**—Flexible, elastic, pear-shaped organ that houses the fetus during pregnancy; also called the womb
- **Vagina**—Passage from uterus to outside of the body; the birth canal

Transparencies 3 and 4 show side and front positions of the following male reproductive organs:

- **Penis**—Deposits semen in female vagina during intercourse; carries urine from bladder
- **Prostate gland**—Produces whitish fluid that combines with sperm to form semen
- **Scrotum**—Pouch of skin holding testes or testicles
- **Seminal vesicle**—Serves as temporary storage for sperm
- **Testes**—Produce sperm; same as testicles
- **Urethra**—Tube that carries semen and urine through penis
- **Vas deferens**—Tube through which sperm passes from the testicle or testes

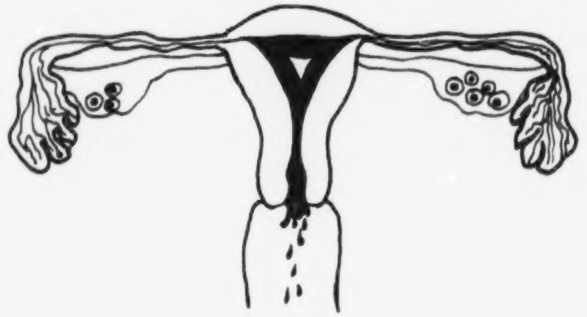
OBJECTIVE 6

Match the stages of the menstrual cycle to their correct descriptions.

The female reproductive organs operate within a reproductive system known as a menstrual cycle. Transparency 5 shows how this cycle begins and ends.

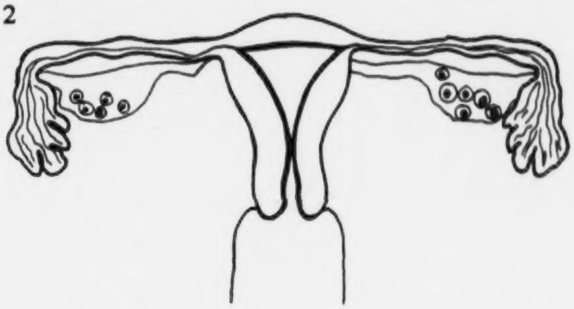
1. **Menstrual phase**—Actual shedding of uterine lining and blood from the uterus (Figure 1)

FIGURE 1



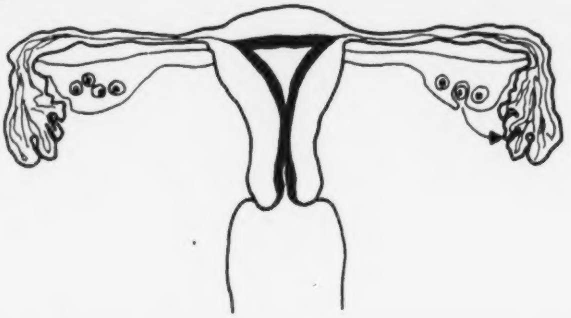
2. **Post-menstrual phase**—Resting stage when the pituitary gland in the brain sends out hormones to the ovaries; one egg (ovum) begins to ripen (Figure 2)

FIGURE 2



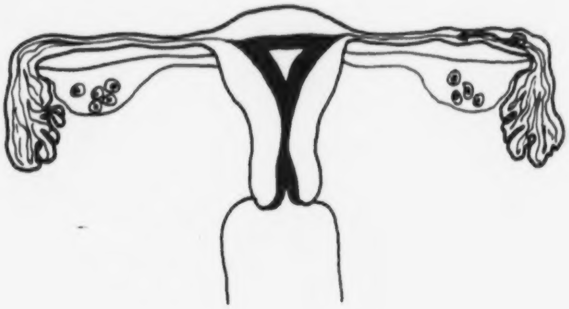
3. **Ovulation phase**—Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the fallopian tube on its way to the uterus (Figure 3)

FIGURE 3



4. **Premenstrual phase**—Lining of the uterus continues to grow and thicken and becomes prepared to receive the fertilized egg; if the egg does not become fertilized, it simply disintegrates. During this phase many women suffer from premenstrual syndrome. (Figure 4)

FIGURE 4



1205

OBJECTIVE 7

Match common sexually transmitted diseases to their correct descriptions.

The United States is experiencing an epidemic of sexually transmitted diseases. Some research indicates that a new case of some type of sexually transmitted disease occurs every 12 seconds. While Supplement 1 gives a more complete summary of sexually transmitted diseases, the following is a list of the most common diseases and their descriptions.

- **Acquired Immune Deficiency Syndrome (AIDS)**—Caused by a virus that attacks the body's immune system. Damage to the immune system causes the infected person to be unable to fight off infections.
- **Chlamydia**—Caused by a bacteria; causes infections of sex organs that may lead to female infertility. Symptoms may include pain or burning during urination, frequent urge to urinate, or discharge.
- **Genital herpes**—Caused by a virus that develops as painful blisters around the genital areas. Symptoms may include intermittent attacks of sores, fever, itching, swollen lymph glands, or flu-like symptoms.
- **Genital warts**—Caused by a virus that has a long incubation period; small, flat, or raised warts appear in the genital area.
- **Gonorrhea**—Caused by the gonococcus organism; symptoms are localized near the reproductive symptom and may include painful urination, pus discharge from penis, and serious pelvic disorders
- **Syphilis**—Caused by the spirochete organism; may go unnoticed in early stages and lead to insanity, paralysis, heart disease, blindness, or deafness in later stages.

OBJECTIVE 8

Match the methods of contraception to their correct descriptions.

During the last several decades, couples have been more able to enjoy sex without having children or to be able to space pregnancies as they desire. This has been due to the use of contraceptives. The following methods are most often used:

- **Abstinence**—Avoiding sex entirely; this method is the only 100 percent effective method of contraception.

- **Chemical barriers**—Special foams, creams, and jellies that contain chemicals that immobilize and kill sperm; used alone they are 75-85 percent effective.
- **Condom**—Fits over penis to trap man's ejaculation to prevent sperm from entering vagina; used alone it is 85-90 percent effective; advantages include inexpensive, widely available, easy to carry and use, no side effects or complications; only contraceptive that protects against sexually transmitted diseases.
- **Diaphragm**—Thin rubber cap that fits over the cervix and blocks the sperm from reaching the egg; must be used with a chemical barrier and 80-98 percent effective.
- **Douching**—Female washes out vagina after sexual relations; not effective because sperm can reach cervix within 90 seconds.
- **Intrauterine device** (IUD)—Inserted in the uterus by a doctor and prevents the fertilized egg from attaching to the uterine wall; 94-99 percent effective.
- **Makeshift condom**—Male uses a material other than a commercially prepared condom; ineffective because material often leaks or breaks.
- **Oral contraceptive**—Woman takes pills that contain hormones to prevent the egg from being released and/or alters the uterine lining so that pregnancy cannot occur; 90-99 percent effective.
- **Rhythm**—Avoiding intercourse during the woman's fertile period; if menstrual periods are very regular this method can be 70 percent effective.
- **Sponge**—Fits over the opening of the cervix and is chemically treated to prevent sperm from reaching the egg; this method ranges from 82-90 percent effective.
- **Tubal ligation**—Operation for females where the fallopian tubes, through which the egg travels to the uterus, are cut and tied; 99.9 percent effective and not usually reversible.
- **Vasectomy**—Operation for males where the tubes that carry the sperm to the penis are cut and tied; 99.9 percent effective and not usually reversible.
- **Withdrawal**—Male withdraws penis before ejaculation; not effective because some semen is released before ejaculation.

C

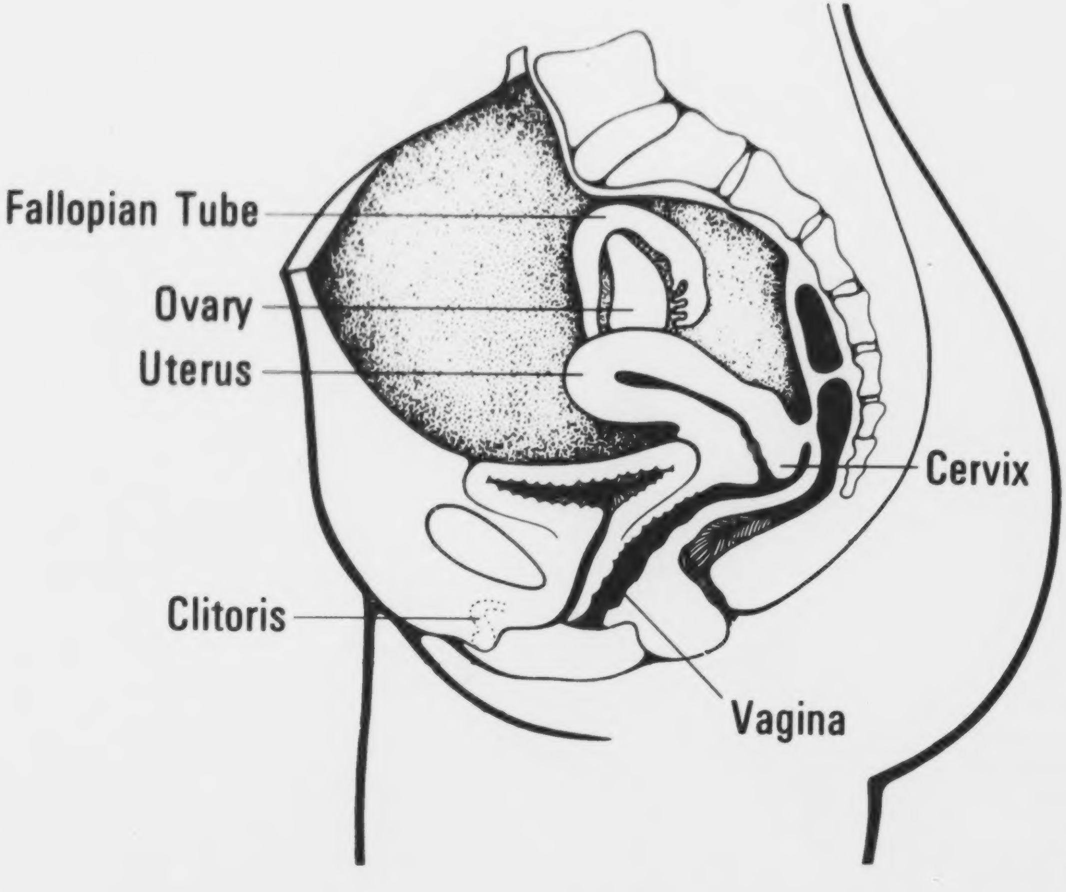
SEXUALLY TRANSMITTED DISEASES

Disease	First Symptoms Usually Appear	Usual Symptoms	Transmission	Diagnosis	Complications
ACQUIRED IMMUNE DEFICIENCY SYNDROME (called AIDS) Cause: AIDS virus	6 months - 5 or more years	Person's immune system is overwhelmed by another disease.	Sexually transmitted, intravenous drug use, contaminated equipment, transfusion of contaminated blood or transplants of contaminated body parts	Blood tests	Fatal, there is no cure for AIDS Newborn: AIDS virus
GONORRHEA (called dose, clap, drip) Cause: Bacterial	2 - 10 days (up to 30 days)	White or yellow discharge from genitals or anus. Pain on urination or defecation. Pharyngeal infections are usually without symptoms. WOMEN: Low abdominal pain especially after period. MEN: May have no symptoms.	Direct contact of infected mucous membrane with the urethra, cervix, anus, throat or eyes.	WOMEN: Culture MEN: Smear or culture	Sterility, arthritis, endocarditis, peri-hepatitis, meningitis, blindness WOMEN: Pelvic inflammatory disease MEN: Erection problems NEWBORN: Blindness
HERPES SIMPLEX II (called herpes) Cause: Viral	Highly variable	Cluster of tender, painful blisters in the genital area. Painful urination. Swollen glands and fever.	Direct contact with blisters or open sores.	Pap smear, culture taken when the blisters are present.	May be linked with cervical cancer; severe central nervous system damage or death in infants infected during birth.
MONILIAL VAGINITIS (called vaginal thrush, yeast) Cause: Fungal	Varies	WOMEN: Thick, cheesy discharge and intense itching of genitals, also skin irritation. MEN: Usually no symptoms.	The organism is frequently present in the mouth, vagina, and rectum without symptoms. Active infection may follow antibiotic therapy or direct contact with infectious person.	Microscopic identification	WOMEN: Secondary infections by bacteria NEWBORN: Mouth and throat infections
NON-SPECIFIC URETHRITIS (called chlamydia) Cause: Bacterial	1 - 3 weeks	Slight white, yellow, or clear discharge from genitals, often only noticed in the morning. WOMEN: Usually no symptoms. MEN: Mild discomfort upon urination.	Direct contact with infected area.	Smear or culture usually to rule out gonorrhea.	WOMEN: Pelvic inflammatory disease NEWBORN: Pneumonia and conjunctivitis

PEDICULOSIS PUBIS (called crabs, cooties) Cause: 6-legged louse	4 - 5 weeks	Intense itching, pinhead blood spots on underwear, nits in hair.	Direct contact with infected area or clothes and bedding which contain lice or nits.	Examination	Secondary infections as a result of scratching.
SCABIES (called the itch) Cause: Itch mite	4 - 6 weeks	Severe itching at night, raised gray lines on skin where mites burrow—hands, genitals, breast, stomach, and buttocks.	Direct contact with infected area or clothes and bedding which contain mites.	Examination	Secondary infections as a result of scratching.
SYPHILIS (called pox, bad blood) Cause: Spirochete	10 - 30 days (usually 3 weeks)	1st STAGE: Chancre (painless pimple, blister or sore) where germs entered body —i.e., genitals, anus, lips, breast, etc. 2nd STAGE: Rash or mucous patches (most are highly infectious), spotty hair loss, sore throat, swollen glands. Symptoms may re-occur for up to 2 years.	Direct contact with infectious sores, rashes or mucous patches.	VDRL blood test or microscopic examination of organisms from sores.	Brain damage, insanity, paralysis, heart disease, death. Also, damage to skin, bones, eyes, teeth and liver of the fetus and newborn.
TRICHOMONAS VAGINALIS (called trich, TV, vaginitis) Cause: Protozoan	1 - 4 weeks	WOMEN: Heavy, frothy discharge, intense itching, burning, and redness of genitals. MEN: Slight, clear discharge form genitals and itching after urination. Usually no symptoms.	Direct contact with infectious area.	Pap smear, microscopic identification	WOMEN: Gland infection
VENEREAL WARTS (called genital warts) Cause: Viral	1 - 3 months	Local irritation, itching and wart like growth usually on the genitals, anus or throat.	Direct contact with warts.	Examination	Highly contagious; can spread enough to block vaginal, rectal, or throat openings.

Female Reproductive System

Side View

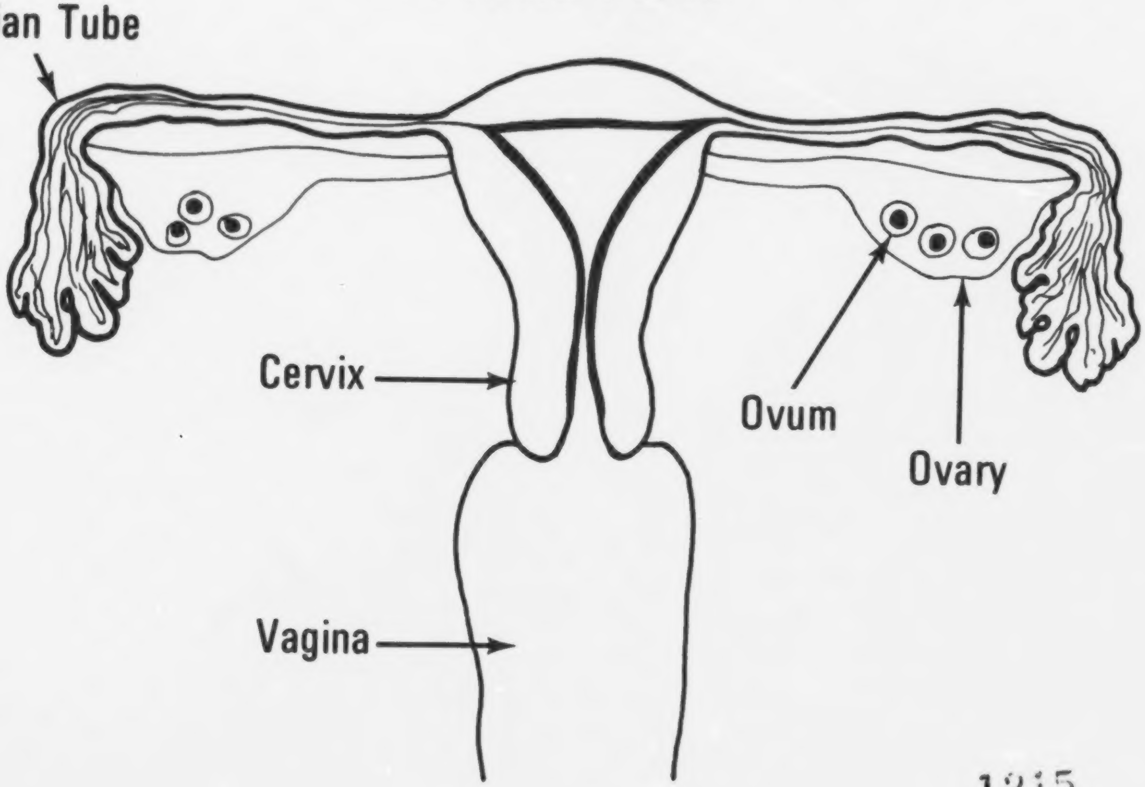

Fallopian Tube
Ovary
Uterus
Cervix
Clitoris
Vagina

TRANSPARENCY MASTER I - HE:I
HI - 31

Female Reproductive System

(Continued)

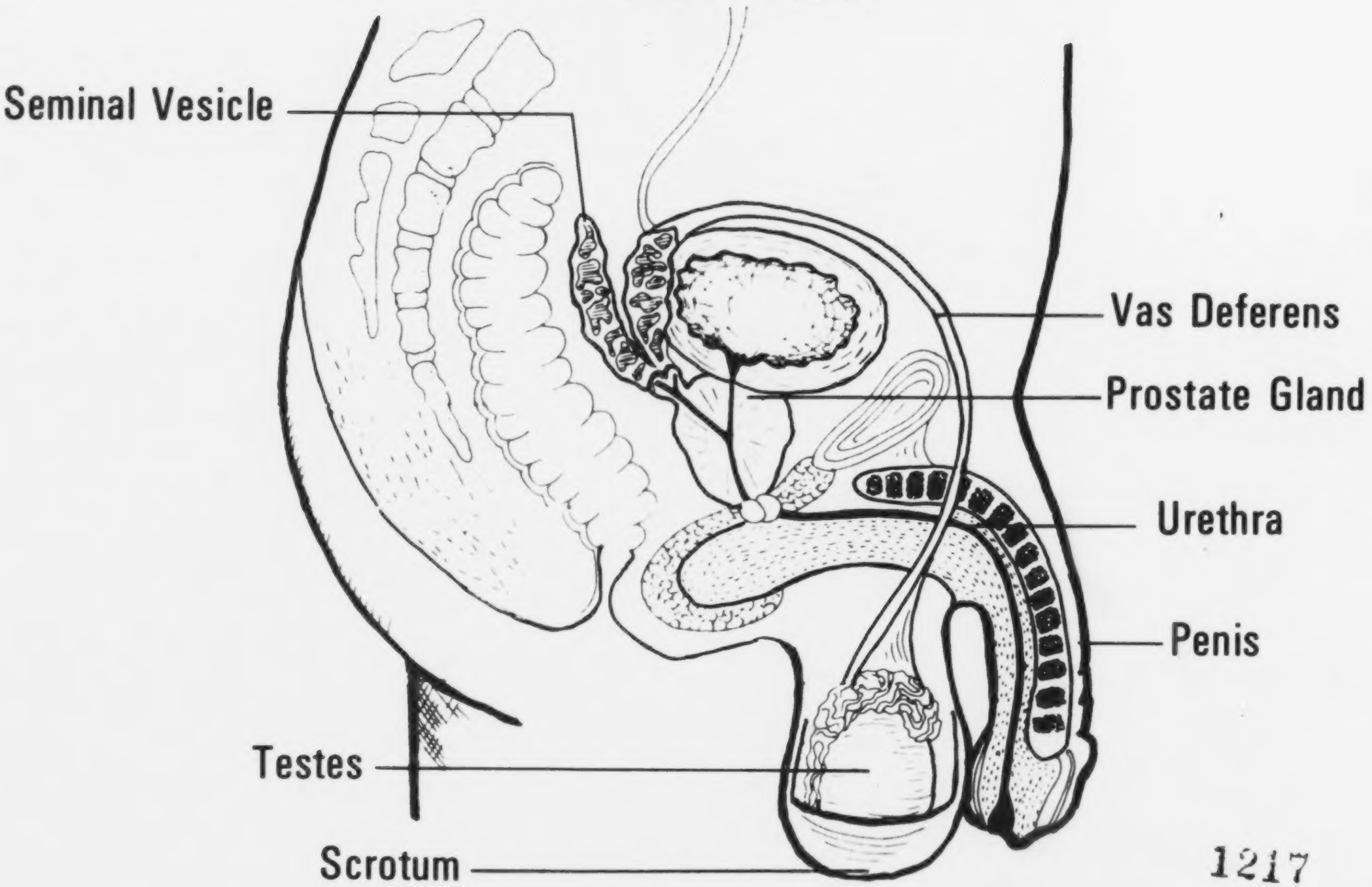
Front View


Fallopian Tube
Cervix
Ovum
Ovary
Vagina

TRANSPARENCY MASTER 2 - HE:I
HI - 33

Male Reproductive System

Side View

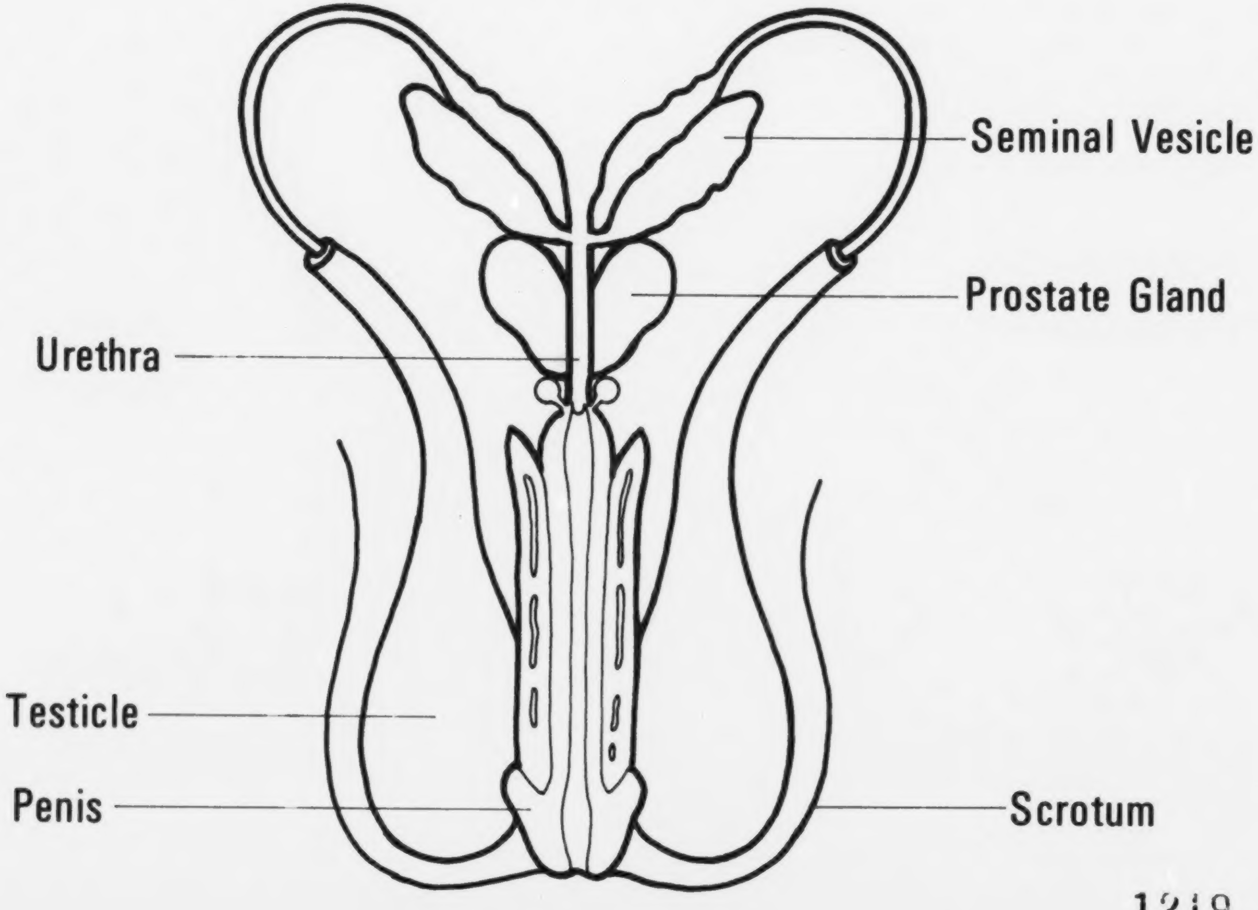

Seminal Vesicle
Vas Deferens
Prostate Gland
Urethra
Penis
Testes
Scrotum

TRANSPARENCY MASTER 3 - HE:I
HI . 35

Male Reproductive System

(Continued)

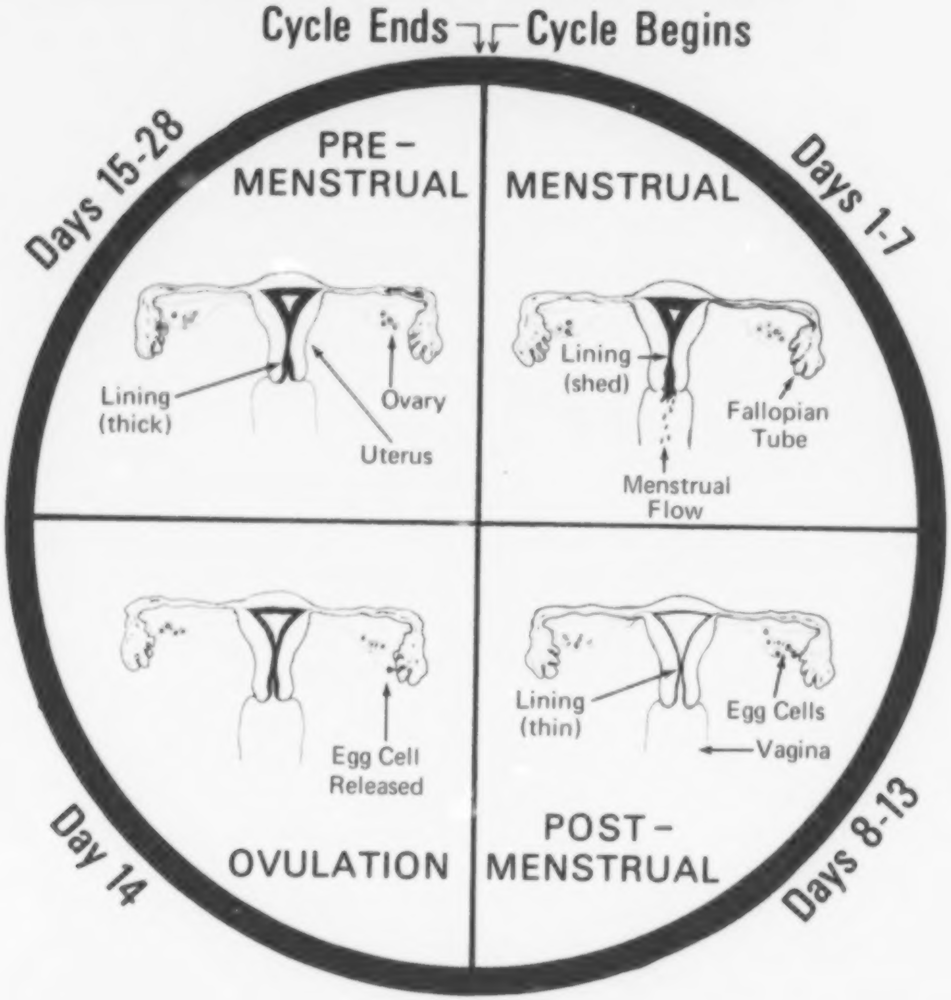
Front View


Seminal Vesicle
Prostate Gland
Urethra
Testicle
Penis
Scrotum

TRANSPARENCY MASTER 4 - HE:I
HI - 37

TM 4

The Menstrual Cycle



Cycle Ends
Cycle Begins
Days 15-28
PRE-MENSTRUAL
Lining (thick)
Uterus
Ovary
MENSTRUAL
Days 1-7
Lining (shed)
Fallopian Tube
Menstrual Flow
Day 14
OVULATION
Egg Cell Released
POST-MENSTRUAL
Days 8-13
Lining (thin)
Egg Cells
Vagina

TRANSPARENCY MASTER 5 - HE:I
HI - 39

ASSIGNMENT SHEET 1

PERSONAL DEVELOPMENT

H I

NAME ______________________________ SCORE ______

OBJECTIVE 9 **Evaluate personal growth and development situations.**

INTRODUCTION Objective 2 in this unit deals with areas of personal growth and development.

DIRECTIONS Read the case studies below and answer the questions that follow.

Max is clumsy because he has just gone through a growth spurt. While helping his mother, Max breaks a valuable vase. His mother becomes angry and says "You clumsy idiot, you broke my vase!"

1. What type of personal development has Max experienced with his growth spurt? ______________________________
2. What other areas of personal growth will Max deal with in coping with his mother's reaction?

   ____

Jenny plans to go into law enforcement as a future career. She knows that this will be several years away, but is of concern to her now, especially since many of her friends are planning to attend an unsupervised party after the prom.

3. What area of Jenny's personal growth is evident in this situation?

   ____

Barbara's older sister is always winning awards and special academic recognition at school. Barbara has never won an award. Barbara's Father says, "Oh, Barbara, your only problem is you are just not as smart as your sister."

4. What areas of Barbara's personal growth are affected in this situation?

   ____

   ____

Julie and Emily are cousins who have not always gotten along well. As they are approaching their teen years, they both begin to realize that their relationship is special and they really do enjoy each other's company.

5. What type of personal growth do the girls seem to be experiencing?

    ____

Oliver Cromwell was a famous English statesman. When Cromwell was having his portrait painted, he told the artist, "Paint me as I am, warts and all."

6. What types of personal growth does it seem that Cromwell had developed?

    ____

NAME ______________________ SCORE ______

OBJECTIVE 10 **Identify basic emotional needs.**

INTRODUCTION Objective 3 deals with the five basic needs that help determine emotional growth. The activity on this assignment sheet emphasizes these areas.

DIRECTIONS Read the case studies below and answer the questions that follow.

Greg is a fifteen-year-old high school student. His parents have very high academic expectations for him. Even though Greg does well in school, it seems it is never enough to please his parents. They have never told him they are proud of him for his accomplishments and Greg is now wondering if they even love him.

1. Greg is suffering in what area of emotional growth?

Rudy has just moved to a new community and a new school. That means he has left all his old friends behind.

2. What emotional need will Rudy have to meet right away?

3. Why is it necessary to meet this need?

Ray is retiring this month after being in the work force for over 40 years. His life will definitely be changing.

4. What area of emotional growth will he be experiencing?

Mark has lived all his 12 years of life in orphanages and foster homes. As a result of this type of lifestyle, Mark seems to have trouble accepting life's disappointments and dealing with everyday problems.

5. What basic emotional need is missing in Mark's life?

Laura has never been known as "the brightest" child in the classroom. Her parents realize this so they make sure Laura is involved in other various activities.

6. What basic emotional need are Laura's parents trying to help her achieve?

7. Why is this so important?

ASSIGNMENT SHEET 3

PERSONAL DEVELOPMENT

H I

NAME ______________________________ SCORE ________

OBJECTIVE 11

Determine facts concerning sexually transmitted diseases.

INTRODUCTION

Objective 7 and Supplement 1 in this unit deal with the descriptions of sexually transmitted diseases. The questions on this assignment sheet emphasize this area.

DIRECTIONS

Answer the following questions.

1. Jennifer has been experiencing abdominal pain that her doctor has determined is not associated with menstruation. Since Jennifer is sexually active, with what sexually transmitted disease might the pain be associated?

   ____

2. Ron has just been diagnosed as having AIDS. Since the disease is in its earliest stages, what type of treatment will be used to stop the disease's progress?

   ____

3. Betsy visits her gynecologist yearly for a pap smear. What types of sexually transmitted diseases can be diagnosed with a pap smear?

   ____

   ____

4. Newborn babies of infected mothers can have complications from what sexually transmitted diseases?

   ____

   ____

5. What types of sexually transmitted diseases cause severe itching?

   ____

   ____

6. What sexually transmitted disease can cause brain damage?

____

____

ASSIGNMENT ANSWERS

PERSONAL DEVELOPMENT

H I

ASSIGNMENT SHEET 1

1. Physical growth
2. Emotional growth, social growth
3. Philosophical growth
4. Emotional growth, mental growth, social growth
5. Social growth
6. Emotional growth

ASSIGNMENT SHEET 2

1. Acceptance
2. Companionship
3. All people need friends and companions in their lives
4. New experiences
5. Security
6. Success
7. Everyone needs to feel worthwhile and successful

ASSIGNMENT SHEET 3

1. Gonorrhea
2. There is no cure for AIDS
3. Herpes simplex II, non-specific urethritis, trichomonas vaginalis
4. AIDS, gonorrhea, monilial vaginitis, non-specific urethritis
5. Monilial vaginitis, pediculosis pubis, scabies, trichomonas vaginalis, venereal warts
6. Syphilis

WRITTEN TEST

PERSONAL DEVELOPMENT

H I

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with personal development to their correct definitions. Write the correct letters in the blanks.

___ 1. Assignments which arise at certain stages of a person's life

___ 2. A developing baby from the fourteenth week of development until birth

___ 3. Chemical substances in the body that decide how a person develops sexually

___ 4. Female egg that has joined with a sperm

___ 5. Few days of discomfort before menstrual period; may include water retention, irritability, headache, and other symptoms

___ 6. Fluid that moves sperm through the male sex organs

___ 7. How a person feels about the way he or she things, looks, and acts

___ 8. Infectious diseases transmitted through sexual contact

___ 9. Methods that keep a pregnancy from occurring

___ 10. Monthly shedding of the lining of the uterus

___ 11. Male cells for starting a new life

___ 12. Time between childhood and adulthood

a. Adolescence

b. Bacteria

c. Conception

d. Contraception

e. Fertilized egg

f. Developmental task

g. Fetus

h. Hormones

i. Infertility

j. Lymph glands

k. Menstruation

l. Ovum

m. Pap smear

n. Pelvic

o. Pituitary gland

p. Premenstrual syndrome

q. Puberty

r. Reproduction

s. Self-concept

__13. The instant a sperm and egg unit

__14. Manufacturer of hormones that controls the body processes

__15. Physical changes that mark the change from childhood to adulthood

__16. Female egg cell

t. Semen

u. Sexually transmitted diseases

v. Sperm

w. Virus

OBJECTIVE 2 **Name the five types of personal growth and development.**

____

____

____

____

____

OBJECTIVE 3 **List the five basic needs that help determine emotional growth.**

____

____

____

____

____

OBJECTIVE 4 **Name the three types of adolescent physical changes.**

____

____

____

OBJECTIVE 5

Match the female and male reproductive organs to their correct functions/descriptions. Write the correct letters in the blanks.

___ 1. Connect ovaries and uterus; one egg travels through one of them each month; site of conception

___ 2. Contain egg cells; produce hormones

___ 3. Deposits semen in female vagina during intercourse; carries urine from the bladder

___ 4. Flexible, elastic, pear-shaped organ that houses the fetus during pregnancy; also called the womb

___ 5. Opening at neck of the uterus

___ 6. Passage from uterus to outside of the body; the birth canal

___ 7. Produces whitish fluid that combines with sperm to form semen

___ 8. Pouch of skin holding testes or testicles

___ 9. Produce sperm; same as testicles

___ 10. Serves as temporary storage for sperm

___ 11. Tube that carries semen and urine through penis

___ 12. Tube through which sperm passes from the testicle or teste

___ 13. Very sensitive organ near the. opening of the vagina

a. Cervix

b. Chlamydia

c. Clitoris

d. Diaphragm

e. Fallopian tubes

f. Fetus

g. Hormones

h. Ovaries

i. Penis

j. Pituitary gland

k. Prostate gland

l. Puberty

m. Seminal vesicle

n. Scrotum

o. Syphilis

p. Testes

q. Urethra

r. Uterus

s. Vagina

t. Vas deferens

OBJECTIVE 6

Match the stages of the menstrual cycle to their correct descriptions. Write the correct letters in the blanks.

____1. Actual shedding of uterine lining and blood from the uterus

____2. Lining of the uterus begins to thicken; matured egg leave the ovary; egg enters the fallopian tube on its way to the uterus

____3. Lining of the uterus continues to grow and thicken and becomes prepared to receive the fertilized egg; if the egg does not become fertilized, it simply disintegrates; during the phase many women suffer from premenstrual syndrome

____4. Resting state when the pituitary gland in the brain sends out hormones to the ovaries; one egg (ovum) begins to ripen

a. Conception phase

b. Infertility phase

c. Menstrual phase

d. Ovulation phase

e. Premenstrual phase

f. Post menstrual phase

OBJECTIVE 7

Match common sexually transmitted diseases to their correct descriptions. Write the correct letters in the blanks.

___ 1. Caused by a bacteria; causes infections of sex organs that may lead to female infertility; symptoms may include pain or burning during urination, frequent urge to urinate, or discharge

___ 2. Caused by a virus that attacks the body's immune system; damage to the immune system causes the infected person to be unable to fight off infections

___ 3. Caused by a virus that develops as painful blisters around the genital areas; symptoms may include intermittent attacks of sores, fever, itching, swollen lymph glands, or flu-like symptoms

___ 4. Caused by a virus that has a long incubation period; small, flat, or raised warts appear in the genital area

___ 5. Caused by the gonococcus organism; symptoms are localized near the reproductive system and may include painful urination, pus discharge from penis, and serious pelvic disorders

___ 6. Caused by the spirochete organism; may go unnoticed in early stages and lead to insanity, paralysis, heart disease, blindness, or deafness in later stages

a. Acquired Immune Deficiency Syndrome (AIDS)

b. Chlamydia

c. Clitoris

d. Genital herpes

e. Genital warts

f. Gonorrhea

g. Semen

h. Syphilis

i. Vas deferens

1233

OBJECTIVE 8

Match the methods of contraception to their correct descriptions. Write the correct letters in the blanks. (Question is continued on the following page.)

____1. Avoiding intercourse during the woman's fertile period; if menstrual periods are very regular this method can be 70 percent effective

____2. Avoiding sex entirely; this method is the only 100 percent effective method of contraception

____3. Fits over penis to trap man's ejaculation to prevent sperm from entering vagina; used alone it is 85-90 percent effective; advantages include inexpensive, widely available, easy to carry and use, no side effects or complications; only contraceptive that protects against sexually transmitted diseases

____4. Female washes out vagina after sexual relations; not effective because sperm can reach cervix within 90 seconds

____5. Fits over the opening of the cervix and is chemically treated to prevent sperm from reaching the egg; this method ranges from 82-90 percent effective

____6. Inserted in the uterus by a doctor and prevents the fertilized egg from attaching to the uterine wall; 94-99 percent effective

____7. Male withdraws penis before ejaculation; not effective because some semen is released before ejaculation

a. Abstinence
b. Adolescence
c. Chemical barriers
d. Chlamydia
e. Condom
f. Diaphragm
g. Douching
h. Intrauterine device (IUD)
i. Makeshift condom
j. Menstruation
k. Oral contraceptive
l. Pap smear
m. Rhythm
n. Seminal vesicle
o. Sponge
p. Tubal ligation
q. Urethra
r. Vas deferens
s. Vasectomy
t. Withdrawal

___ 8. Special foams, creams, and jellies that contain chemicals that immobilize and kill sperm; used alone they are 75-85 percent effective

___ 9. Thin rubber cap that fits over the cervix and blocks the sperm from reaching the egg; must be used with a chemical barrier and 80-98 percent effective

__ 10. Male uses a material other than a commercially prepared condom; ineffective because material often leaks or breaks

__ 11. Woman takes pills that contain hormones to prevent the egg from being released and/or alters the uterine lining so that pregnancy cannot occur; 90-99 percent effective

__ 12. Operation for females where the fallopian tubes, through which the egg travels to the uterus, are cut and tied; 99.9 percent effective and not usually reversible

__ 13. Operation for males where the tubes that carry the sperm to the penis are cut and tied; 99.9 percent effective and not usually reversible

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor

OBJECTIVE 9 **Evaluate personal growth and development situations.** SCORE ____

OBJECTIVE 10 **Identify basic emotional needs.** SCORE ____

OBJECTIVE 11 **Determine facts concerning sexually transmitted diseases.** SCORE ____

WRITTEN TEST ANSWERS

PERSONAL DEVELOPMENT

H I

OBJECTIVE 1

1. f
2. g
3. h
4. e
5. p
6. t
7. s
8. u
9. d
10. k
11. v
12. a
13. c
14. o
15. q
16. l

OBJECTIVE 2

- Emotional growth
- Mental growth
- Philosophical growth
- Physical growth
- Social growth

OBJECTIVE 3

- Acceptance
- Companionship
- New experiences
- Security
- Success

OBJECTIVE 4

- Growth spurts
- Primary sex characteristics
- Secondary sex characteristics

OBJECTIVE 5

1. e
2. h
3. i
4. r
5. a
6. s
7. k
8. n
9. p
10. m
11. q
12. t
13. c

OBJECTIVE 6

1. c
2. d
3. e
4. f

OBJECTIVE 7

1. b
2. a
3. d
4. e
5. f
6. h

OBJECTIVE 8

1. m
2. a
3. e
4. g
5. o
6. h
7. t
8. c
9. f
10. i
11. k
12. p
13. s

OBJECTIVE 9	Refer to answers to Assignment Sheet 1.
OBJECTIVE 10	Refer to answers to Assignment Sheet 2.
OBJECTIVE 11	Refer to answers to Assignment Sheet 3.

OBJECTIVE SHEET

HUMAN RELATIONS

H II

INTRODUCTION

Learning how to relate to and get along with other people, especially members of the opposite sex, can sometimes be confusing. When these relationships progress into feelings of love, it can be even more confusing. By learning more about yourself, you can learn to judge the depth of a relationship and know what love means to you and how to deal with your emotions and feelings.

UNIT OBJECTIVE

After completing this unit, the student should be able to establish and maintain good personal human relations. The student will show these competencies by completing an assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with human relations to their correct definitions.
2. Select from a list guidelines that promote success in human relations.
3. Distinguish between advantages and disadvantages of dating.
4. Select from a list proper dating etiquette.
5. List factors affecting mate selection.
6. Distinguish between characteristics of infatuation and mature love.
7. Evaluate dating situations. (Assignment Sheet 1)

PREPARATION

- Order materials listed in suggested resources.
- Invite students' parents to serve on a panel presentation.
- Invite senior citizens to speak to the class.
- Invite a psychologist or guidance counselor to serve as a guest speaker.

NOTE: Please provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Make a bulletin board "Cash in on Human Relations." Simulate a cash register. On rectangles made to look like dollar bills coming out of the drawer of the register write the guidelines from Objective 2.
- Show the film "Never a Bride."
- Distribute Activity Sheet 1—"Accept Yourself!"
- Have students draw or find pictures that represent themselves in some way. Mount them on heavy paper or construction paper. Cut into jigsaw pieces. On the back of each piece have them write a word that they feel is typical of themselves such as happy, sad, shy, athletic, etc. Exchange puzzles and put together. Allow opportunity for class discussion on the importance of self-concept.
- Have a psychologist or guidance counselor discuss teenage suicide and how to cope with feelings of depression and inadequacy.
- Have students begin a success diary and keep for one week. The diary might include success in job, home, school, social, projects, or special favors done for friends or relatives. This activity will, hopefully, show students that they have more successes than failures. It should assist in improving self-concept.

Objective 3

- Make a bulletin board on "Dating." List advantages on hearts made from construction paper and disadvantages on broken heart shapes cut into two pieces.
- Organize a panel of parents and students focusing on parent-teen relationships. Have the students write questions and organize them before the panel discussion on common problems such as money, dating, and discipline.

Objective 4

- Invite senior citizens to come talk to the class on purposes and customs of dating in their early years.
- Invite a psychologist, guidance counselor, or other resource person to discuss date rape.
- Have students discuss the importance of first impressions.

Objective 5

- Have students use the "AP - Date Matchmaker" computer software program for in-class discussion. The FHA/HERO organization may want to provide the service for the school student population.
- Have students play the "Dating Game" to further evaluate date selection qualities.
- Pose the following statement: "You should not date anyone that you would not consider marrying." Discuss whether or not you would agree. Why?
- Have students determine positive and negative factors affecting mate selection.
- Have students poll male and female freshmen, sophomores, juniors, and seniors to find out what 10 things they value. Merge lists and make comparisons between each age and sex. Form might look something like the following:

Grade in school______________________________ Sex______

Ten things I value most are . . .

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

- Allow students to complete dating survey of all classmates to assist in identifying characteristics of a dating partner.
- Distribute Activity Sheet 2—"Personal and Emotional Needs for Love."
- Distribute Activity Sheet 3—"Qualities for Date Selection."

Objective 6

- Show the film "Are You the One?"

APPLICATION

Objective 7

- Use Assignment Sheet 1 to give students practice in evaluating dating situations.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED ACTIVITIES

Audiovisual Materials

- "Never a Bride"
- "Are You the One?"

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order these films from Brigham Young University, Jacobs House, Media Mktg., Provo, Utah 84602.

- "AP - Date Matchmaker" computer software program for Apple II's is available for purchase from Orange Juice Software Systems, 338 South Arch Avenue, New Richmond, Wisconsin 54017.

UNIT REFERENCES

- Riker, Audrey Palm and Brisbane, Holly E. *Married and Single Life*. Mission Hills, California: Glencoe Publishing Co., 1988.
- Ryder, Verdene. *Contemporary Living*. South Holland, Illinois: The Goodheart-Willcox Co., Inc., 1987.
- Truitt, Debbie. *Home Economics II*, rev. ed. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1980.

PRETEST ANSWERS

HUMAN RELATIONS

H II

OBJECTIVE 1

1. b
2. j
3. g
4. l
5. a
6. h
7. k
8. n
9. f

OBJECTIVE 2

1, 2, 3, 6

OBJECTIVE 3

1. D
2. A
3. D
4. D
5. A
6. A
7. A
8. D
9. D
10. D
11. D
12. A
13. D
14. A

OBJECTIVE 4

1, 3, 7, 8, 9, 10, 11

OBJECTIVE 5

Any three of the following are acceptable

- Emotional needs
- Family influences
- Philosophical values
- Physical desires
- Social pressures

OBJECTIVE 6

1. M
2. M
3. M
4. M
5. M
6. M
7. I
8. M
9. I
10. I
11. I
12. M
13. I
14. M
15. I
16. M
17. I
18. M
19. I
20. I
21. I
22. I
23. M
24. M
25. I
26. M
27. M

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

PRETEST

HUMAN RELATIONS

H II

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with human relations to their correct definitions. Write the correct letters in the blanks.

___ 1. Abuse in a family or household

___ 2. Behaviors that tend to be approved for one person and not another

___ 3. Desire of two persons to see each other exclusively

___ 4. Temporary feeling of being in love

___ 5. Time limit

___ 6. Feeling of love and emotional attachment to another person

___ 7. Activities such as school dances and group gatherings that are under adult supervision

___ 8. Casual, yet competitive, dating that involves no commitment to continue the relationship

___ 9. Further the development of a relationship

a. Curfew

b. Domestic violence

c. Etiquette

d. Human relations

e. Mate

f. Nurture

g. Steady dating

h. Affection

i. Dating

j. Double standards

k. Group dating

l. Infatuation

m. Mature love

n. Random dating

OBJECTIVE 2

Select from the following list guidelines that promote success in human relations. Write an "X" in the blank before each correct answer.

____1. Accept yourself

____2. Be friendly

____3. Be yourself

____4. Concentrate on yourself

____5. Try to change others to meet your needs

____6. Work toward successful human relations

OBJECTIVE 3

Distinguish between advantages and disadvantages of dating. Write an "A" if it is an advantage and "D" if it is a disadvantage.

____1. Is painful to break up

____2. Builds affection

____3. Creates parental conflicts

____4. Deprives the wider experience of casual and close friendships

____5. Develops human relations and social skills

____6. Establishes a framework for mate selection

____7. Tests ability to get along with others

____8. Is habit forming

____9. Is expensive

____10. Consumes too much time

____11. Creates social pressures

____12. Develops comfort in associating with the opposite sex

____13. Encourages affection to get out of hand

____14. Gains social acceptance among peers

OBJECTIVE 4

Select from the following list proper dating etiquette. Write an "X" in the blank before each correct answer.

___ 1. Be polite in accepting or refusing a date

___ 2. Be insistent for a "yes" answer

___ 3. Express thanks for the invitation

___ 4. Cancel the date if you decide you don't want to go

___ 5. Tell your friends about the date the next day

___ 6. Wait for your date in the car

___ 7. Be definite when asking for a date

___ 8. Be polite to parents

___ 9. Be prompt

___ 10. Give a definite answer when asked for a date

___ 11. Introduce the date to your parents

___ 12. Only keep the girl's curfew

OBJECTIVE 5

List three factors affecting mate selection.

OBJECTIVE 6

Distinguish between characteristics of infatuation and mature love. Write an "I" if it describes infatuation and an "M" if it describes mature love. (Question is continued on the following page.)

___ 1. Ability to give and receive unselfishly

___ 2. Commitment

___ 3. Ability to compromise

___ 4. Awareness of other person's faults, but ability to accept them as part of the total personality

___ 5. Concern about the welfare of the other person

____6. Desire to care for another person

____7. Engulfing, selfish feelings

____8. Knowledge of another person

____9. Love comes unexpectedly, sometimes unwanted, but you are expected to give up everything for it

___10. Love is uncontrollable and may come and go; there is nothing you can do about it

___11. No growth; attraction quickly dies

___12. Physical attraction as only one part of the relationship

___13. Seeking rewards, but giving little in return

___14. Sense of responsibility for another person

___15. Strong physical attraction

___16. Willingness of both partners to give of themselves generously

___17. Concern for self

___18. Desire to cooperate with another person

___19. Feeling of strong personal attachment

___20. Lost love may be replaced by another love

___21. Love is mysterious

___22. New love may be just as valuable as a lost love

___23. Overlooking undesirable traits

___24. Respect for another person

___25. Selfishness

___26. Slow and steady growth

___27. Unselfishness

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 7 **Evaluate dating situations.** SCORE_____

OBJECTIVE 1

Match terms associated with human relations to their correct definitions.

- **Affection**—Feeling of love and emotional attachment to another person
- **Curfew**—Time limit
- **Domestic violence**—Abuse in a family or household
- **Double standards**—Behaviors that tend to be approved for one person and not another
- **Group dating**—Activities such as school dances and group gatherings that are under adult supervision
- **Infatuation**—Temporary feeling of being in love
- **Nurture**—Further the development of a relationship
- **Random dating**—Casual, yet competitive, dating that involves no commitment to continue the relationship
- **Steady dating**—Desire of two persons to see each other exclusively

OBJECTIVE 2

Select from a list guidelines that promote success in human relations.

As a person grows and develops emotionally, mentally, philosophically, and physically, their social growth will also develop. Social growth can be enhanced by following these guidelines.

- **Accept others as they are**. You must first do this before others will accept you as you are.
- **Accept yourself**. We all have strengths and weaknesses. Concentrate on further developing the things you do well and seek to improve your weaknesses. It is necessary to accept and understand yourself before understanding others. Activity Sheet 1 may help you with this matter.
- **Be friendly**. There is an old saying—"In order to have a friend, you must first be one."

- **Be yourself**. You know that most people are quite perceptive of others. If you are pretending to be someone you are not, it won't be long until the "real" you will come out.
- **Have outside interests in things besides yourself**. This will give you opportunities to meet others and it will also make you an interesting person to get to know.
- **Work toward successful human relations**. A positive self-concept, cheerfulness, and a good outlook on life are steps in the right direction.

OBJECTIVE 3

Distinguish between advantages and disadvantages of dating.

The human relationships that are of most concern to adolescents are undoubtedly those involving members of the opposite sex. Very often these relationships develop into dating.

There are **advantages** in dating:

- **Builds affection**. The discovering of common interests may lead to personal communication expressed in glances and smiles or move to more open communication and more intimate signs of affection such as kisses and hugs.
- **Develops comfort in associating with the opposite sex**. The more experience you have, the more comfortable you will become. It is usually easier for those with brothers or sisters of the opposite sex to develop dating relationships because they already know a little bit about the opposite sex.
- **Develops human relations and social skills**. While our American society and culture generally approves of dating, there are certain rules of etiquette that are encouraged to be followed. You will learn more about these later.
- **Establishes a framework for mate selection**. Spending time with those of the opposite sex on any level, whether it be group dating, random dating, or steady dating, is time well spent toward finding the ideal marriage partner later in life.
- **Gains social acceptance among peers**. The more comfortable you are with attending events and activities without your parents, the more socially acceptable you will become among those in your own age group.

- **Tests ability to get along with others.** Perhaps dating should be called "testing" because it is during this time that you actually determine your ability to be a friend and get along with others.

There are also **disadvantages** in dating:

- **Consumes too much time**. It takes time to nurture a relationship. Your other goals and values will influence the amount of time you want to spend in developing special relationships.
- **Creates parental conflicts**. It is hard for some parents to "let go" of their teenagers and allow them to develop the independence they actually know is necessary. Conflicts with parents may include disagreements about the age to begin dating, curfews, number of nights able to go out per week, whom to date, where to go on a date, personal standards in dating behavior, and the time it takes away from family activities.
- **Creates social pressures**. Teenagers away from adult supervision often have to deal with issues such as drugs, alcohol, double standards, and other peer pressures. These problems can be even more serious if the adolescent is not ready for dating, if the parents themselves have instigated the dating, or if the adolescent is extremely shy and hesitant to express personal morals and values.
- **Deprives the wider experience of casual and close friendships**. Many people consider numerous and various relationships important for wise mate selection. This especially becomes an issue if the dating relationship becomes serious at an early age.
- **Encourages affection to get out of hand**. Expression of affection is a very natural desire of humans. As a dating couple continues to enjoy being together, they will find more ways to express their affection to each other. Persons in early-age relationships may find it difficult to remain in control of their emotions. Lack of information about sex, coping with sex drives, and fear of unwanted pregnancy and sexually transmitted diseases compound the problem.
- **Is habit forming**. Some teenagers get so caught up in being a couple that they lose sight of their own individuality and uniqueness.

- **Is painful to break up**. When couples become comfortable sharing their ideas and feelings with one another and then one decides to end the relationship, feelings of confusion, hurt, and sorrow arise. Since most people date more than the one person they eventually marry, this pain is experienced by most people at some time in their life.
- **Is expensive**. Cars, clothes, movie tickets, and food all cost money and, depending on your available resources, dating can be an expensive activity.

OBJECTIVE 4

Select from a list proper dating etiquette.

As you just learned, there are many concerns associated with dating: whom to go out with, how to ask someone out, personal standards, and whether or not to nurture the relationship are just a few. Then what if you go ahead and decide to ask someone for a date and you get turned down! What if the person has other plans? These are some socially acceptable rules that can help solve these concerns.

- **Be definite when asking for a date**. Give an exact day, time, and other necessary details.
- **Be polite in accepting or refusing a date**. Chances are the other person had to build up some self-confidence to ask you in the first place, so treat them with respect.
- **Be polite to parents**. While most parents want their children to experience new relationships, it can be difficult for them. Being polite and doing your best to assure them of your honorable intentions is always socially acceptable behavior.
- **Be prepared for a yes or no answer.** While a "yes" is more readily understood, do not assume that a "no" means they do not want to be with you. They may truthfully have made previous plans.
- **Be prompt**. Being on time sends a positive signal to the other person that you are looking forward to spending time with them.
- **Express thanks for the invitation**. Even if you are not going on the date, a simple but sincere thank-you is always in order.
- **Give a definite answer when asked for a date**. The other person will then be able to make further plans.

- **If you accept the date, keep it**. True emergency situations or learning more about the date's activity should be the only times that a date is broken. When this arises, call the person immediately if at all possible.
- **Introduce the date to your parents**. This usually puts some of the parents' anxieties to rest.
- **Keep the specifics of the date to yourself**. Parents are the only ones that need to know all about your dates, especially if it did not go well.
- **Know each other's curfews and make sure you are both home at the correct times**. This shows that you are responsible and will probably help your parents decide to let you go out on a date again. While curfews may be thought of as negative, announcing what time you are to be home can help you get out of some uncomfortable situations.
- **Meet your date at the door**. Honking the car horn while still in the car is not the socially accepted way to start a date.

OBJECTIVE 5

List factors affecting mate selection.

As you learned earlier, dating helps establish a framework for mate selection. But have you ever considered what determines whom you will date in the first place? This decision is based on the following underlying factors.

- **Emotional needs**—Everyone has emotional needs and some people feel the need to find someone to help meet those needs. Whether they be love, companionship, happiness, spite, pity, or loneliness, emotional needs affect eventual mate selection. The exercise on Activity Sheet 2 can help you examine your own personal and emotional needs for love.
- **Family influences**—Individuals tend to choose mates that have similar family styles. Potential mates are usually from the same race, religion, ethnic background and social class. The home life of a mate will also be an influence. While happy homes help build emotional security and desirable mates, homes where domestic violence occurs may encourage others to escape by whatever means possible.
- **Philosophical values**—Educational levels, career goals, obligation to others, and religious commitments all affect eventual mate selection.

- **Physical desires**—The need to be close to someone, personal health status, and sexual satisfaction are types of physical desires that influence most adults in mate selection.

- **Social pressures**—Even though recent research indicates that one-half of today's marriages end in divorce, marriage is still a socially accepted behavior. Sexual satisfaction is socially approved within marriage and premarital pregnancy certainly should be followed by marriage in some social standards.

NOTE: Activity Sheet 3 allows you to consider all these factors in date selection.

OBJECTIVE 6

Distinguish between characteristics of infatuation and mature love.

Unfortunately, not all mate selections are based on mature love. Definitions of love mention strength and long-lasting commitment, while infatuation is often associated with foolish inspirations and extreme passions. Infatuation may be mistaken for love and a young person may especially have trouble distinguishing between the two.

The characteristics of **infatuation** often include the following expressions:

- Concern for self
- Engulfing, selfish feelings
- Lost love may be replaced by another love
- Love comes unexpectedly, sometimes unwanted, but you are expected to give up everything for it
- Love is mysterious
- Love is uncontrollable and may come and go; there is nothing you can do about it
- New love may be just as valuable as a lost love
- No growth; attraction quickly dies
- Overlooking undesirable traits
- Seeking rewards, but giving little in return
- Selfishness

- Strong physical attraction

The characteristics of **mature love** include the following expressions:

- Ability to compromise
- Ability to give and receive unselfishly
- Awareness of other person's faults, but ability to accept them as part of the total personality
- Commitment
- Concern about the welfare of the other person
- Desire to care for another person
- Desire to cooperate with another person
- Feeling of strong personal attachment
- Knowledge of another person
- Physical attraction as only one part of the relationship
- Respect for another person
- Sense of responsibility for another person
- Slow and steady growth
- Unselfishness
- Willingness of both partners to give of themselves generously

ACTIVITY SHEET 1 | **HUMAN RELATIONS** | **H II**

ACCEPT YOURSELF!

You know yourself pretty well . . . or do you? How do others see you? Do they see a person they would like to get to know? Are you someone with whom they might like to build a close relationship? Is the "self" you are working to establish someone you would like to get close to?

In using the following questionnaires, attempt to step outside and look at yourself. The first step in improving personal relationships is to become aware of yourself (weaknesses and strengths). Adjustment and success involve self-image and the very real necessity for being a whole person before a meaningful personal relationship can be achieved.

PART I

1. Humans are social animals. They need each other. Check the three most important categories for you.

_____companionship

_____understanding

_____support in trouble

_____reassurance

_____shared experiences

_____sexual fulfillment

_____openness/honesty

_____sense of humor

_____common interests

_____acceptance

2. How many roles do you fill? (Check the words you feel fit you.)

_____son/daughter

_____sister/brother

_____grandchild

_____friend

_____students

_____pet owner

_____producer

_____employee

_____team member

_____club/group member

_____church member

_____girlfriend/boyfriend

_____citizen

_____consumer

_____neighbor

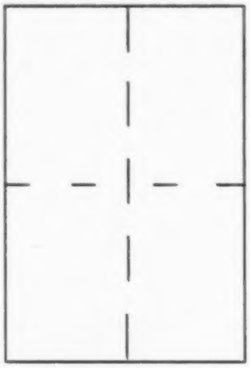
3. In this exercise you are asked to rate how you, your parents, and friends approve of the way you handle the following areas of your life. Ratings are good, fair, and awful. Write your rating in the spaces provided.

	Parents Think	**Friends Think**	**I Think**
Money			
Relationships with friends			
Opposite sex			
Community activities			
Use of time			
Family relationships			
Responsibilities at home			
Personal appearance			
Personal habits			
Clothing			
Tastes in music, books, TV, hobbies			

PART II

1. Draw lines to divide a sheet of paper into four equal parts. Do this on both sides of the page.

Example:



2. In the upper left-hand corner write your name or nickname that you like to be called.

3. In the upper right-hand corner write at least ten words that describe you.

4. In the lower left-hand corner draw pictures of things you like to do. These are probably things you like to do well. They may be the same as the last square, but not necessarily.

5. In the lower right-hand corner list something you want to accomplish today, this week, this month, this year, in ten years, and by the time you are 65.

6. On the opposite side of the page, in the upper left-hand corner, put something about which you would never budge.

7. In the upper right-hand corner put a motto, saying, philosophy, or scripture by which you try to live.

8. In the lower left-hand corner put what you would do if you knew you only had one year to live and if you only had one day to live.

9. In the lower right-hand corner list at least three things you want people to say about you after you die. You might even design your own tombstone and obituary.

10. List the things you learned about yourself from this activity.

THINGS I LEARNED

____

____

____

____

____

____

____

____

PART III

Evaluate yourself by writing an "X" in the appropriate column for each of the questions below. This will help you to understand your strengths and weaknesses in personal relationships.

	YES	NO
Am I someone to be trusted?	____	____
Am I easy to talk to; do I really listen?	____	____
Am I dependable; do I follow through?	____	____
Do I talk too much?	____	____
Do I sometimes expect too much of others?	____	____
Am I a good sport?	____	____
Do I "play games: instead of "dealing straight" with friends?	____	____
Do I sometimes enjoy poking fun at others?	____	____
Am I generally sincere with other people?	____	____
Do I try to present a neat, attractive appearance?	____	____
Do I keep trying to change people?	____	____
Is it hard to get close to me?	____	____
Do I allow jealousy to spoil relationships?	____	____
Do I shrug off or discount the ideas and opinions of others?	____	____
Am I sometimes cold and impersonal?	____	____
Do I ever feel that if anyone else knew the "real me," I wouldn't have a friend in the world?	____	____

	YES	NO
Do I constantly run myself down to anyone who will listen?	____	____
Do most discussions in which I take part end up in quarrels?	____	____
Do I try to impose my sexual attitudes and standards on others?	____	____
Do I actually enjoy the prospect of being totally responsible for myself and my actions?	____	____
Am I a "nervous wreck" a lot of the time?	____	____
Am I confident that I can control what I do about my emotions in most situations?	____	____
Do I often feel misunderstood?	____	____
Do I feel hurt or rejected if people disagree with me?	____	____
Do I date people for what I can get out of it?	____	____
Do I find it flattering when people envy me for the dates I have?	____	____
Are my immediate goals realistic?	____	____
Are my life goals realistic and attainable?	____	____
Do I grow frustrated and give up too soon when something doesn't work out?	____	____
When disagreements arise in a relationship, am I able and willing to talk them out?	____	____

	YES	NO
Do I keep swallowing my true feelings in personal relationships because I believe that, once aired, they will mean the end of that relationship?	____	____
Am I usually most comfortable when I am the one who proposes activities, makes plans and arrangements, and generally dominates a social situation?	____	____
Do I ever sit down by myself and consciously sort out my own feelings about *me*?	____	____

1. I feel my strengths in personal relationships include

   ____

   ____

   ____

2. I would like to improve personal relationships by

   ____

   ____

   ____

PERSONAL AND EMOTIONAL NEEDS FOR LOVE

Through thoughtful examination of your emotional needs for love, you can become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself.

PART I

1. If I had to define love in one sentence, I would say that, to me, love is

____

____

____

2. As a child, my first memory of feeling loved was

____

____

3. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because

____

____

____

____

____

4. I think that people first learn to love (choose one):

   a. as infants

   b. as young children, when they can communicate with others

   c. as they go through adolescence

   d. only when they are mature adults

I have chosen (a, b, c, or d) because

5. I (do, do not) believe in "love at first sight" because

6. I believe that true love (changes, never changes) because

7. The first things, other than good looks, that attract me to a (boy, girl) are

8. When I love somebody, I feel that they should "belong" exclusively to me. I (agree, disagree) with this statement because

9. I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person. I (agree, disagree) with this statement because

PART II

Use the following questions to evaluate your personal readiness for love.

1. I believe that the main cause of unhappiness in a love relationship is

____

____

2. I know I am falling in love when I feel:

____

____

3. I (could, couldn't) possibly love somebody if I discovered that he/she had some big faults such as

____

____

____

4. I believe that when you love another person, you owe it to them to try to help them change their faults and develop the best part of themselves. I (agree, disagree) with this statement because

____

____

____

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on earth. When it's over, I see them as they really are. I can explain the difference this way:

____

____

____

6. I believe I am worth loving because

____

____

7. I believe the difference between infatuation and mature love is:

QUALITIES FOR DATE SELECTION

Not every date is a possible mate. You may not be looking for a lasting or permanent relationship with another person. Do you know what you want, what you might want ten years from now? Your reactions to the following may help you determine more clearly the kind of relationship you are seeking.

PART I

Write an "X" in the column that is appropriate for the way you feel.

The person I date should	Very Important	Slightly Important	Not Important	No Opinion
be very ethical				
be religious				
like children				
be sociable				
be hardworking				
be athletic				
be punctual (always on time)				
have a sense of humor				
be orderly and neat				
be optimistic (think the best of people and situations)				
be generous with praise				
be a good listener				
be outgoing				
be cooperative				

The person I date should	Very Important	Slightly Important	Not Important	No Opinion
like doing things for others				
enjoy the outdoors				
enjoy going out to movies				
enjoy being with other people				
enjoy staying home				
enjoy talking				
enjoy being with the family				
be very goal oriented				
be very interested in acquiring material things				

1. List the three things you feel are the most important in someone to date.

   a. ____________________

   b. ____________________

   c. ____________________

2. List the three things you feel are the least important in someone to date.

   a. ____________________

   b. ____________________

   c. ____________________

NAME ______________________________ SCORE ________

OBJECTIVE 7 **Evaluate dating situations.**

INTRODUCTION Objective 4 in this unit deals with proper dating etiquette. The questions on this assignment sheet emphasize this area.

DIRECTIONS Read the case studies below and answer the questions that follow.

1. You have been asked to a private dance that follows the football game. Your parents do not want you to attend dances. In addition to this, you know there will be drinking. You accepted the date before you knew what you would be doing.

   How do you solve this problem?

   ____

   ____

   ____

   ____

2. You have been asked out by someone to a big party. You do not want to sit at home, but even more you do not want to go out with this person. You do not want to hurt this person's feelings.

   How do you solve this problem?

   ____

   ____

   ____

   ____

3. You have gone out on a date. The date was to be a double date, but at the last minute the other couple could not go. Your date stops the car out in the country, in the "middle of nowhere." It is time for you to be home.

   How do you solve this problem?

   ____

   ____

   ____

   ____

4. Last night's date was a disaster. You can't wait to go to school tomorrow and tell your friends all about it.

   What would be the socially acceptable way to handle this situation?

   ____

   ____

   ____

   ____

   ____

5. You have been asked to the prom by a person you don't really like. You have been waiting for someone else to ask you but it's getting close to prom time and this is the first person that has asked you. If you say "yes" you might have a lousy time or not be available when and if someone else asks you. If you say "no" you may not get to go to the prom at all.

   What should you do?

   ____

   ____

   ____

   ____

1270

6. Your steady date serves as FHA/HERO vice president. You want to spend this evening with him and have just discovered that he has an FHA meeting tonight. You have decided to go ahead and ask him to miss the meeting.

   How should you prepare yourself for this situation?

   ____

   ____

7. You have made arrangements to pick up your date at 8:00 p.m. You had to work later than usual and by the time you get home, eat dinner, shower, and dress for the date it will be 8:30 before you can get there. The concert starts at 9:00 p.m. You call your date and tell her you are running late and for her to be ready to run to the car when you honk the horn. She tells you her parents want to meet you first!

   How should you handle this situation?

   ____

   ____

   ____

   ____

8. You have plans for a date tonight. Just as you are getting ready to leave the house, a group of friends stops by. You decide to stay and visit awhile, after all, you didn't say exactly when you would pick him up!

   How should this situation be handled differently?

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET 1

The following information should be included in the students' answers.

1. Break the date politely. Even though you should generally keep a date once you accept, the new information justifies your actions.
2. Be polite in refusing the date and express thanks for the invitation.
3. Announce your curfew and insist that you be taken home. Then keep the specifics of the date to yourself after sharing them with your parents.
4. Keep the specifics of the date to yourself and do not share the information with your friends.
5. Express thanks for the invitation, give a definite answer and do so politely, and if you accept the date, keep it.
6. Be prepared for a yes or no answer.
7. Be polite to the parents and meet the date at the door so she can introduce you to her parents.
8. Be definite when asking for a date and then be prompt.

WRITTEN TEST

HUMAN RELATIONS

H II

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with human relations to their correct definitions. Write the correct letter in the blanks.

___ 1. A feeling of love and emotional attachment to another person

___ 2. Abuse in a family or household

___ 3. Activities such as school dances and group gatherings that are under adult supervision

___ 4. Behaviors that tend to be approved for one person and not another

___ 5. Casual, yet competitive, dating that involves no commitment to continue the relationship

___ 6. Desire of two persons to see each other exclusively

___ 7. Further the development of a relationship

___ 8. Temporary feeling of being in love

___ 9. Time limit

a. Affection

b. Curfew

c. Dating

d. Domestic violence

e. Double standards

f. Etiquette

g. Group dating

h. Human relations

i. Infatuation

j. Mate

k. Mature love

l. Nurture

m. Random dating

n. Steady dating

OBJECTIVE 2

Select from the following list guidelines that promote success in human relations. Write an "X" in the blank before each correct answer.

____1. Try to change others to meet your needs

____2. Accept yourself

____3. Be friendly

____4. Be yourself

____5. Concentrate on yourself

____6. Work toward successful human relations

OBJECTIVE 3

Distinguish between advantages and disadvantages of dating. Write an "A" if it is an advantage and "D" if it is a disadvantage.

____1. Is habit forming

____2. Is painful to break up

____3. Is expensive

____4. Builds affection

____5. Consumes too much time

____6. Creates parental conflicts

____7. Creates social pressures

____8. Deprives the wider experience of casual and close friendships

____9. Develops comfort in associating with the opposite sex

___10. Develops human relations and social skills

___11. Encourages affection to get out of hand

___12. Establishes a framework for mate selection

___13. Gains social acceptance among peers

___14. Tests ability to get along with others

OBJECTIVE 4

Select from the following list proper dating etiquette. Write an "X" in the blank before each correct answer.

___ 1. Be definite when asking for a date

___ 2. Be polite in accepting a date

___ 3. Be polite to parents

___ 4. Be insistent for a "yes" answer

___ 5. Be prompt

___ 6. Express thanks for the invitation

___ 7. Give a definite answer when asked for a date

___ 8. Cancel the date if you decide you don't want to go

___ 9. Introduce the date to your parents

___ 10. Tell your friends about the date the next day

___ 11. Only keep the girl's curfew

___ 12. Wait for your date in the car

OBJECTIVE 5

List three factors affecting mate selection

____

____

____

OBJECTIVE 6

Distinguish between characteristics of infatuation and mature love. Write an "I" if it describes infatuation and an "M" if it describes mature love. (Question is continued on the following page.)

___ 1. Ability to compromise

___ 2. Ability to give and receive unselfishly

___ 3. Awareness of other person's faults, but ability to accept them as part of the total personality

___ 4. Commitment

___ 5. Concern about the welfare of the other person

____6. Concern for self

____7. Desire to care for another person

____8. Desire to cooperate with another person

____9. Engulfing, selfish feelings

___10. Feeling of strong personal attachment

___11. Knowledge of another person

___12. Lost love may be replaced by another love

___13. Love comes unexpectedly, sometimes unwanted, but you are expected to give up everything for it

___14. Love is mysterious

___15. Love is uncontrollable and may come and go; there is nothing you can do about it

___16. New love may be just as valuable as a lost love

___17. No growth; attraction quickly dies

___18. Overlooking undesirable traits

___19. Physical attraction as only one part of the relationship

___20. Respect for another person

___21. Seeking rewards, but giving little in return

___22. Selfishness

___23. Sense of responsibility for another person

___24. Slow and steady growth

___25. Strong physical attraction

___26. Unselfishness

___27. Willingness of both partners to give of themselves generously

NOTICE The following assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7 **Evaluate dating situations.** SCORE_____

1278

WRITTEN TEST ANSWERS

HUMAN RELATIONS

H II

OBJECTIVE 1

1. a
2. d
3. g
4. e
5. m
6. n
7. l
8. i
9. b

OBJECTIVE 2

2, 3, 4, 6

OBJECTIVE 3

1. D
2. D
3. D
4. A
5. D
6. D
7. D
8. D
9. A
10. A
11. D
12. A
13. A
14. A

OBJECTIVE 4

1, 2, 3, 5, 6, 7, 9

OBJECTIVE 5

Any three of the following are acceptable

- Emotional needs
- Family influences
- Philosophical values
- Physical desires
- Social pressures

OBJECTIVE 6

1. M
2. M
3. M
4. M
5. M
6. I
7. M
8. M
9. I
10. M
11. M
12. I
13. I
14. I
15. I
16. I
17. I
18. I
19. M
20. M
21. I
22. I
23. M
24. M
25. I
26. M
27. M

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.